



Grade 3

Grammar Practice Reproducibles





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Grammar Practice Reproducibles



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Contents

Unit 1 • Growing and Learning

Storytime

Sentences and Fragments	1
Sentences and Fragments	2
Mechanics	3
Proofreading	4
Test: Sentences and Fragments	5

Traditions

Commands and Exclamations	6
Commands and Exclamations	7
Mechanics	8
Proofreading	9
Test: Commands and Exclamations	10

Communities

Subjects	11
Subjects	12
Mechanics	13
Proofreading	14
Test: Subjects	15

Inventions

Predicates	16
Predicates	17
Mechanics	18
Proofreading	19
Test: Predicates	20

TIME For Kids

Simple and Compound Sentences	21
Simple and Compound Sentences	22
Mechanics	23
Proofreading	24
Test: Simple and Compound Sentences	25

Contents

Unit 2 • Figure It Out

Cooperation

Kinds of Nouns	26
Kinds of Nouns	27
Mechanics	28
Proofreading	29
Test: Kinds of Nouns	30

Immigration

Singular and Plural Nouns	31
Singular and Plural Nouns	32
Mechanics	33
Proofreading	34
Test: Singular and Plural Nouns	35

Government

Special Nouns	36
Special Nouns	37
Mechanics	38
Proofreading	39
Test: Special Nouns	40

Survival

Combining Sentences	41
Combining Sentences	42
Mechanics	43
Proofreading	44
Test: Combining Sentences	45

Figure It Out

Possessive Nouns	46
Possessive Nouns	47
Mechanics	48
Proofreading	49
Test: Possessive Nouns	50

Unit 3 • One of a Kind

Be Unique

Action Verbs	51
Action Verbs.....	52
Mechanics	53
Proofreading	54
Test: Action Verbs	55

Leadership

Subject-Verb Agreement	56
Subject-Verb Agreement	57
Mechanics	58
Proofreading	59
Test: Subject-Verb Agreement	60

Discoveries

Past-Tense Verbs	61
Past-Tense Verbs	62
Mechanics	63
Proofreading	64
Test: Past-Tense Verbs	65

New Ideas

Future-Tense Verbs	66
Future-Tense Verbs	67
Mechanics	68
Proofreading	69
Test: Future-Tense Verbs	70

TIME For Kids

Combining Sentences with Verbs	71
Combining Sentences with Verbs	72
Mechanics	73
Proofreading	74
Test: Combining Sentences with Verbs	75

Contents

Unit 4 • Meet the Challenge

Choices

Linking Verbs	76
Linking Verbs	77
Mechanics	78
Proofreading	79
Test: Linking Verbs	80

Skills and Talents

Contractions with <i>Not</i>	81
Contractions with <i>Not</i>	82
Mechanics	83
Proofreading	84
Test: Contractions with <i>Not</i>	85

Adaptations

Main and Helping Verbs	86
Main and Helping Verbs	87
Mechanics	88
Proofreading	89
Test: Main and Helping Verbs	90

Flight

Complex Sentences	91
Complex Sentences	92
Mechanics	93
Proofreading	94
Test: Complex Sentences	95

Inspiration

Irregular Verbs	96
Irregular Verbs	97
Mechanics	98
Proofreading	99
Test: Irregular Verbs	100

Unit 5 • Take Action

Let's Trade!

Singular and Plural Pronouns	101
Singular and Plural Pronouns	102
Mechanics	103
Proofreading	104
Test: Singular and Plural Pronouns	105

Reuse and Recycle

Subject and Object Pronouns	106
Subject and Object Pronouns	107
Mechanics	108
Proofreading	109
Test: Subject and Object Pronouns	110

Teaming Up

Pronoun-Verb Agreement	111
Pronoun-Verb Agreement	112
Mechanics	113
Proofreading	114
Test: Pronoun-Verb Agreement	115

Good Citizens

Possessive Pronouns	116
Possessive Pronouns	117
Mechanics	118
Proofreading	119
Test: Possessive Pronouns	120

TIME For Kids

Pronoun-Verb Contractions	121
Pronoun-Verb Contractions	122
Mechanics	123
Proofreading	124
Test: Pronoun-Verb Contractions	125

Contents

Unit 6 • Think It Over

Treasures

Adjectives and Articles	126
Adjectives and Articles	127
Mechanics	128
Proofreading	129
Test: Adjectives and Articles	130

Weather

Adjectives That Compare	131
Adjectives That Compare	132
Mechanics	133
Proofreading	134
Test: Adjectives That Compare	135

Learning to Succeed

Adverbs	136
Adverbs	137
Mechanics	138
Proofreading	139
Test: Adverbs	140

Animals and You

Adverbs That Compare	141
Adverbs That Compare	142
Mechanics	143
Proofreading	144
Test: Adverbs That Compare	145

Funny Times

Prepositions	146
Prepositions	147
Mechanics	148
Proofreading	149
Test: Prepositions	150

Name _____

- A **sentence** is a group of words that shows a complete thought.
- A **sentence fragment** is a group of words that does not show a complete thought.
- Every sentence begins with a **capital letter**.
- Most sentences end in a **period**. The period is called **end punctuation**.

Read each group of words. Write *yes* if the group of words forms a sentence. Write *no* if it does not form a sentence.

1. I read a book about sea life. _____
2. The largest mammal. _____
3. I want to see a whale some day. _____
4. Swims quickly through the water. _____
5. A jellyfish is an interesting sea creature. _____
6. Most sharks live in warm water. _____
7. A giant squid can grow to be very large. _____
8. Live off the coast of Japan. _____
9. Dolphins have two flippers. _____
10. A walrus can live in or out of the water. _____

Name _____

- A **statement**, or declarative sentence, tells something. It ends in a period.
- A **question**, or interrogative sentence, asks something. It ends in a question mark.

Write **statement** if the sentence tells something. Write **question** if it asks something. Put the correct end mark at the end of the sentence.

1. We learned about fire safety at school today _____
2. It is important to have fire alarms that work _____
3. Do you check your fire alarms each year _____
4. Kids should only cook with an adult nearby _____
5. Families should plan escape routes from their home _____
6. Do firefighters teach safety classes at your school _____
7. Sometimes lightning can start a fire _____
8. People should not leave matches where children can reach them

9. Do you know all the fire safety rules _____
10. Next week our class will visit the fire station _____

Name _____

- Begin every sentence with a **capital letter**.
- Use a **period** at the end of a statement.
- Use a **question mark** at the end of a question.

Write each sentence correctly using capital letters and end punctuation. If the group of words does not tell a complete thought, place an X next to it. Then add words to make it a sentence and write it on the line.

1. fall is my favorite time of year

2. i like to see the leaves turn bright colors

3. pumpkins at the pumpkin patch

4. do you go to football games in the fall

5. my dad takes lots of pictures of the colorful leaves

Name _____

- Begin every sentence with a **capital letter**.
- A **statement** is a sentence that tells something. It ends in a **period**.
- A **question** is a sentence that asks something. It ends in a **question mark**.

Rewrite the sentences below, fixing any mistakes you might find.

1. we had a terrible storm last night.

2. There was a lot of wind and heavy rain?

3. did you see the weather report this morning

4. The reporter said that our town got over three inches of rain

5. Do you think that some streets are flooded.

Name _____

A. Circle the sentences. Place an X over sentence fragments.

1.
 - a. The store will not open until noon today.
 - b. We saw a plane take off and land.
 - c. Under a long table.
 - d. The kitten fell asleep on the pillow.
2.
 - a. He painted a picture of the ship.
 - b. The mayor of Greenville.
 - c. We saw a movie about an elephant family.
 - d. Won first prize in the contest.

B. Decide if the sentence is a statement or a question. Write your answer on the line. Rewrite the sentence using the correct punctuation and capitalization.

3. did you study for the spelling test _____

4. we are going to a soccer game after school _____

5. will you help out with the bake sale this year _____

Name _____

- A **sentence** is a group of words that expresses a complete thought.
- Remember that a **statement** tells something. A **question** asks something.
- A **command** is a sentence that tells someone to do something. It ends with a **period**.
- The word **you** is understood at the beginning of a command.

After each sentence, write *statement, question, or command* for the kind of sentence it is. Then write the sentence correctly. Use capital letters and end marks.

1. we can help you put the groceries away _____

2. put the cans of food on the shelves _____

3. do you want me to put the apples in the bowl _____

4. where should I put the flour and sugar _____

5. close the door when you are finished _____

Name _____

- A **command** is a sentence that tells someone to do something. It ends with a **period**.
- An **exclamation**, or exclamatory sentence, is a sentence that shows excitement or strong feeling. It ends with an **exclamation mark**.

After each sentence, write *statement*, *question*, *command*, or *exclamation* for the kind of sentence it is. Place the correct punctuation at the end of the sentence.

1. I want to go to Florida next summer _____
2. What a beautiful state it is _____
3. Have you ever been there _____
4. Wow, my grandmother sent me a free ticket _____
5. Go with me to Miami _____
6. The capital of Florida is Tallahassee _____
7. Hey, I'll send Grandmother a card to thank her _____
8. Where is the address book _____
9. I cannot wait to go see her _____
10. Do you think she will like the card _____

Name _____

- Use a period at the end of a **statement**.
- Use a question mark at the end of a **question**.
- Use a period at the end of a **command**.
- Use an exclamation mark at the end of an **exclamation**.

Rewrite the letter from Carly, adding correct punctuation to the end of each sentence.

Dear Aunt Jackie,

Wow, I was so happy to hear your good news It will be fun to read your poem in the magazine Mom says we can cut it out and put it in a frame Will you get extra copies Send me an extra one, please I want to take it to school to show my class They will see that I have the best aunt ever

I have a small favor to ask Would you mind giving me some tips on writing a poem Find out if you can come for a visit soon We can have an amazing poetry reading together

Your favorite niece,

Carly

Name _____

- A **statement** tells something. It ends with a **period**.
- A **question** asks something. It ends with a **question mark**.
- A **command** tells someone to do something. It ends with a **period**.
- An **exclamation** shows excitement or strong feeling. It ends with an **exclamation mark**.

After each sentence, write *statement*, *question*, *command*, or *exclamation* for the kind of sentence it is. Then write the sentence correctly. Use capital letters and end marks.

1. what a great day for a parade _____

2. does the parade start at noon _____

3. we can see the parade from Green Street _____

4. walk down Oak Street, then over to the corner of Green and
Third _____

5. wow, here come the marching bands _____

Name _____

A. Write S if the sentence is a statement. Write Q if the sentence is a question. Write C if the sentence is a command. Write E if the sentence is an exclamation. Place the correct punctuation at the end of each sentence.

1. _____ My dad collects clocks
2. _____ Do you collect anything
3. _____ Wow, it would be fun to collect autographs
4. _____ Write down your favorite hobbies
5. _____ I can't believe Dad has over one hundred clocks

B. Write if the sentence is a command or an exclamation. Then rewrite the sentence using the correct punctuation and capitalization.

6. oh no, Mom can't find her keys _____

7. look on the table _____

8. search under the car seat _____

9. we just can't be late today _____

10. wow, I found the keys in the toy box _____

Name _____

A **sentence** is a group of words that expresses a complete thought.

- Every sentence has two parts: the **subject** and the **predicate**.
- The **subject** tells what or whom the sentence is about.
- The **predicate** identifies what the subject does or is.
- A **complete subject** is all the words in a subject.

What or whom is each sentence about? Draw a line under the complete subject.

1. The pet store is busy on Saturday.
2. People smile at the puppies and kittens.
3. The goldfish swim in a big tank.
4. Furry rabbits hop around.
5. A long snake coils in its cage.
6. Pet supplies are on the shelves.
7. The owner answers a lot of questions.
8. A little boy points to a sleeping puppy.
9. The brown puppy wakes up and barks.
10. A family buys the puppy and goes home.

Name _____

- The **subject** of a sentence tells what or whom the sentence is about.
- A **complete subject** is all the words in a subject.
- A complete subject can be one word, more than one word, or a **compound subject** connected by *and*.

Place a checkmark \checkmark next to the sentence if it has a compound subject. Write the complete subject on the line.

1. Jane and Lia rode their bikes to the park. _____
2. Carlos and Shane were playing soccer. _____
3. The sun shone brightly. _____
4. Coach Tate and Chris walked toward the field. _____
5. Mrs. Chan sat on a bench reading. _____
6. The Smith twins played on the swings. _____
7. Many birds and squirrels live in the park. _____
8. Dark clouds began to gather around noon. _____
9. The adults and children started to leave. _____
10. A cold rain poured down the rest of the day. _____

Name _____

- Every **complete sentence** has a subject and a predicate. It expresses a complete thought.
- A **fragment** may be a sentence that does not have a subject. It does not express a complete thought.
- Correct some **sentence fragments** by adding a subject.

Correct each fragment by adding a subject from the box. Then write the sentence correctly.

Skyscrapers A city A subway People A park

1. _____ is much larger than a town.

2. _____ may take subways, trains, or buses to work.

3. _____ is a train that goes underground.

4. _____ are tall buildings.

5. _____ is a great place for families to have a picnic.

Name _____

- A **complete subject** is all the words in a subject. It can be one word, more than one word, or a **compound subject** connected by *and*.
- A **fragment** may be a sentence that does not have a subject. It does not express a complete thought.
- Correct some **sentence fragments** by adding a subject.

Underline the complete subject in each sentence. For sentence fragments, add a subject. Then write the sentence correctly. Use capital letters and end marks.

1. my class will go on a field trip to a museum next week

2. a museum is a good place to learn about the past

3. can see all kinds of things used long ago

4. wagons and buggies were once used for transportation

5. had not been invented yet

Name _____

A. Write the complete subject of each sentence.

1. The sun is at the center of our solar system. _____
2. Our Earth gets heat and light from the sun. _____
3. People and animals need energy from the sun's rays.

4. Plants could not live without the sun. _____
5. All living things need the sun to live and grow. _____

B. Choose a subject from the box that best completes each sentence. Rewrite the sentence using the correct punctuation and capitalization.

Other good fruits

Oranges

Florida and California

6. _____ are a kind of fruit

7. _____ are apples, pears, and blueberries.

8. _____ are two states that grow oranges.

Name _____

A **sentence** is a group of words that expresses a complete thought.

- Every **complete sentence** has two parts: a **complete subject** and a **complete predicate**.
- The **complete subject** tells what or whom the sentence is about.
- The **complete predicate** tells what a subject is or does. Predicates can be more than one word.

Which word or words tell what the subject is or does? Draw a line under the complete predicate.

1. Bears live in many different habitats.
2. Polar bears live in cold places.
3. These bears live on thick ice sheets.
4. Heavy fur keeps the polar bear warm.
5. A grizzly bear is large and fierce.
6. The grizzly likes to catch fish to eat.
7. Grizzlies hibernate when it gets cold.
8. The sun bear is a small bear.
9. Sun bears live in warmer climates.
10. The sun bear steals honey from beehives.

Name _____

- The **complete predicate** tells what a subject is or does. Predicates can be more than one word.
- Two predicates joined by the word *and* form a **compound predicate**.

Place a checkmark \checkmark next to the sentence if it has a compound predicate. Write the complete predicate on the line.

1. Caleb is baking pies for the bake sale. _____
2. Katya helps peel the apples. _____
3. Mom turns on the oven and bakes the crust. _____

4. Lara wants to make cupcakes. _____
5. She pours in the flour and stirs the batter. _____

6. The cupcakes bake for thirty minutes. _____
7. Nina frosts the cupcakes and decorates them. _____

8. The bake sale begins at noon. _____
9. Dad and Mr. Lee set up the tables. _____
10. We set out the food and wait for the customers. _____

Name _____

- Every **complete sentence** has a subject and a predicate. It expresses a complete thought.
- A **fragment** does not have both a subject and a predicate. Correct a **sentence fragment** by adding a subject or a predicate.
- A **run-on sentence** joins two sentences that should be separate. Correct a **run-on sentence** by separating the two ideas into two sentences.

Read the sentences. Rewrite each sentence and fix any fragments or run-on sentences.

1. I like summer I always go camping with my dad.

2. First, Dad and I.

3. We gather wood for a campfire later we take a swim in the lake.

4. In the evening my dad and I.

5. We sleep great in the tent we have a big breakfast the next morning.

Name _____

- Every **complete sentence** has a subject and a predicate. Sentences begin with capital letters and end with end punctuation.
- Correct a **sentence fragment** by adding a subject or a predicate.
- Correct a **run-on sentence** by separating the two ideas into two sentences.

Rewrite the paragraphs below. Correct sentence fragments and run-on sentences. Be sure to use capital letters and end marks.

My grandmother is an artist she lives in New York. Paints pictures of birds. her paintings are used in books about birds in their natural habitats Some of her paintings can be seen in museums.

My grandmother gets to travel all over the world she has even painted penguins in Antarctica. Once Grandmother. climbed a tree to sketch an eagle. I think that my grandmother has the best job in the world I want to have a job like hers someday.

Name _____

A. Which part of the sentence is the predicate? Circle the correct answer.

1. My mom and I saw the Golden Gate Bridge last summer.
 - a. My mom and I
 - b. last summer
 - c. saw the Golden Gate Bridge last summer
2. The bridge in San Francisco is a famous sight.
 - a. in San Francisco
 - b. is a famous sight
 - c. The bridge
3. Thousands of people drive across the bridge every day.
 - a. drive across the bridge every day
 - b. of people
 - c. Thousands
4. We took lots of pictures of the famous bridge.
 - a. of pictures
 - b. took lots of pictures of the famous bridge
 - c. the famous bridge

B. Draw a line to match an incomplete subject with an incomplete predicate. Rewrite each sentence on the lines below using correct punctuation and capitalization.

- | | |
|-------------------------------|---|
| 5. A desert environment | a. sleep during the day and are active at night |
| 6. many animals of the desert | b. are able to store water |
| 7. Spiny cactus plants | c. gets little rainfall |

8. _____

9. _____

10. _____

Name _____

- A **simple sentence** is a group of words that expresses a complete thought. Simple sentences include a subject and a predicate.
- Combining simple sentences can add variety to writing.
- Two sentences can be combined with a comma and the coordinating conjunctions *and*, *or*, or *but*.

Read each group of words below. Write S if the group of words is a simple sentence. Draw a line between the subject and the predicate.

1. My friend Mara likes snow. _____
2. We built a snowman. _____
3. Cold and windy. _____
4. My brother skated on the pond. _____
5. Threw snowballs at us. _____
6. Mara and I hid behind a snow fort. _____
7. Mom called for us. _____
8. She gave us good soup. _____
9. Hot and tasty. _____
10. Then we played games inside. _____

Name _____

- A **compound sentence** contains two related sentences joined by the coordinating conjunctions *and*, *or*, or *but*.
- These coordinating conjunctions have different functions. *And* joins ideas; *but* shows a change in thought; and *or* offers a choice.
- Place a comma before *and*, *or*, or *but* in a compound sentence.

Read each simple sentence. Combine the sentences to make a compound sentence. Use the coordinating conjunction in parentheses. Write the new sentence on the line.

1. Dogs make good pets. Cats are good pets, too. (and)

2. Dogs learn tricks easily. Cats are not easy to train. (but)

3. You can teach your pet. You can take your pet to a trainer. (or)

4. Dogs are eager to please. They like to work for treats. (and)

5. Cats are very independent. They can also be sweet pets. (but)

Name _____

- Begin simple and compound sentences with a capital letter.
- End simple and compound sentences with the correct punctuation. If the sentence is declarative, end it with a period. If the sentence is a question, or interrogative, end it with a question mark. If it is an exclamation, end it with an exclamation point.
- Use a comma before the words *and*, *or*, or *but* when forming a compound sentence.

Correct each sentence below. Use capital letters, commas, and end punctuation correctly.

1. did you see the meteor shower last night

2. dad and I drove out to the country and we saw it with some friends

3. it was the most amazing thing I've ever seen

4. the stars began shooting across the sky slowly but then they began to speed up.

5. we cheered as the last star disappeared from sight

Name _____

- Begin simple and compound sentences with a capital letter and end with the correct punctuation.
- Use a comma before the words *and*, *or*, or *but* when forming a compound sentence.

Rewrite the paragraphs below. Look for any sentences that you can combine. Be sure to use capital letters and end marks correctly.
Rewrite the paragraph below.

Earthworms are interesting creatures They are important to farmers, too. earthworms loosen the soil as they crawl making it easier for farmers to plant seeds As they crawl they make tunnels This helps water and nutrients get to the roots of young plants

do you want to see an earthworm. Lift up a rock on a on a hot, sunny day Or look under cool damp leaves. Earthworms need to stay away from the hot sun Or they will dry up. Instead of lungs, earthworms breathe through their skin Their skin needs to say cool and moist at all times. an earthworm is an amazing earthmover?

Name _____

A. Write S if the sentence is simple. Write C if the sentence is compound.

1. I'm helping Gram make a quilt. _____
2. We will make it out of colorful fabric, and it will be big enough for my bed. _____
3. Some days I help her cut fabric, or we stitch the pieces. _____
4. The quilt will look like a big basket of flowers. _____
5. I can't wait until it is all finished. _____

B. Read each sentence. Circle letters that should be capitalized. Add commas and punctuation marks where they belong.

6. do you want to see a movie or would you rather stay home
7. last week we went to the skate park and later we had ice cream
8. mom said we could go but we have to come home before dinner
9. it was raining before but now the sun is out
10. wow, this is the best day ever

Name _____

A **noun** is a word that names a person, place, or thing.

- A **common noun** names any person, place, or thing.
- A **proper noun** names a special person, place, or thing. It begins with a capital letter.
- **Proper nouns** include people's names, towns, states, holidays, days, months, streets, special events, geographical names, and historical periods.

Read each sentence. Write *common* or *proper* under each underlined noun.

1. William raked the leaves for Mr. Ames.

2. Sasha bought a large pumpkin at the Janesville Fall Festival.

3. Jess planted trees in Gable Park.

4. A storm blew a huge tree down on Second Street.

5. Mom plants colorful flowers in her planters.

6. Flowers start to pop up as early as March in our neighborhood.

Name _____

- A **concrete noun** names a person, place, or thing that can be seen or identified with any of the five senses.
- An **abstract noun** names something that cannot be seen with the five senses. Abstract nouns usually name ideas.

Write *concrete* or *abstract* to identify the underlined noun in each sentence.

1. Nina wrote a report about Dr. Martin Luther King, Jr. _____
2. Dr. King wrote a speech about the importance of freedom.

3. Keely read a book about American presidents. _____
4. She found the book at the library. _____
5. Abraham Lincoln was known for his honesty. _____
6. Seth watched a television show about astronauts. _____
7. Astronauts show a lot of courage when going into space.

8. A firefighter talked to our class about his job. _____
9. He showed us some of his firefighting equipment. _____
10. We thanked him for his bravery. _____

Name _____

- A **proper noun** names a special person, place, or thing.
- **Proper nouns** include names, holidays, days of the week, brands, product names, titles of books, historical periods, events, titles with a name, initials, and geographic names and places.
- Proper nouns begin with a capital letter. Capitalize the important words in proper nouns. Short words, such as *of* and *and* are usually not capitalized.

Underline the proper noun in each sentence. Write it correctly on the line.

1. We went to the park on saturday. _____
2. Later we walked to oakville market. _____
3. The owner is mr. simpson. _____
4. The store only closes on new year's day. _____
5. What time does hill street library close? _____
6. The title of my favorite book is *boxes of bananas*. _____
7. Is mother's day next month? _____
8. I will buy mom a book. _____
9. She likes to read books about antarctica. _____
10. My dad hiked up green mountain once. _____

Name _____

- A **common noun** names any person, place, or thing.
- A **proper noun** names a special person, place, or thing. It begins with a capital letter.

Rewrite the letter so that proper nouns begin with capital letters and common nouns begin with lowercase letters.

Dear principal ortiz,

Our class would like to visit the sander's science museum. It is only twenty miles from school. We would like to go on may 1st. The museum will have a special speaker that day. dr. cane will tell us about the oceans. We have been studying the atlantic ocean. We will get to see all kinds of seashells at the museum. It will be fun for our class to take this field trip. Please let our teacher, mr. rahim, know your decision soon.

Thank you,
Alana Teal

Name _____

A. If the underlined noun is a common noun, write *common*. If the underlined noun is a proper noun, write *proper*.

1. My family visits a different state each summer. _____
2. Last year we went to South Dakota. _____
3. We got to see Mount Rushmore. _____
4. Thomas Jefferson is one of the presidents on the monument.

5. At night we watched a play about the people who carved it.

B. Choose a noun from the box to complete each sentence. Write each proper noun with a capital letter.

picnic

thanksgiving day

fourth of july

uncle stan

leaders

6. People like to attend a fireworks show on the _____.
7. A _____ is a meal that is eaten outside.
8. Does your family eat pumpkin pie on _____?
9. On President's Day we honor our country's _____.
10. My _____ plays tricks on us on April Fool's Day.

Name _____

A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing.

- Add **-s** to form the plural of most singular nouns.
- Add **-es** if the singular noun ends in **-s**, **-ch**, **-sh**, or **-x**.
- Singular and plural nouns can be compound words.

A. Write the correct plural form of each singular noun.

- | | |
|----------------|-------------------|
| 1. coat _____ | 6. tree _____ |
| 2. wish _____ | 7. sock _____ |
| 3. box _____ | 8. patch _____ |
| 4. bench _____ | 9. bus _____ |
| 5. horse _____ | 10. cupcake _____ |

B. Write the plural form of each noun in parentheses to complete each sentence.

11. I saw two (fox) in the woods _____.
12. We learned the names of many different (rock) _____.
13. The wind blew several (branch) _____ out of the tree.
14. Mom made new (dress) _____ for the dolls.
15. I brought some (peach) _____ for our snack.

Name _____

- A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing.
- To form the plural of a word that ends in a consonant and **y**, change the **y** to **i** and add **-es**.

A. Change each word to a plural noun.

1. library _____
2. puppy _____
3. party _____
4. sky _____
5. army _____

B. Write the plural form of each noun in parentheses to complete each sentence.

6. Dad bought camping (supply) _____ for our trip.
7. We saw two yellow (canary) _____ in the park.
8. Our class invited all of our (family) _____ to the party.
9. I read a book about some (pony) _____ that live on an island.
10. Mom needs lots of (cherry) _____ for the pie.

Name _____

- A **statement** is a sentence that tells something. It ends in a period. (.)
- A **question** is a sentence that asks something. It ends in a question mark. (?)
- A **command** is a sentence that tells someone to do something. It ends in a period. (.)
- An **exclamation** is a sentence that shows excitement or strong feeling. It ends in an exclamation mark. (!)

After each sentence, write statement, question, command, or exclamation. Rewrite sentences correctly. Use capital letters and end marks.

1. do you know what time the library opens _____

2. I need to check out a book about sea life _____

3. what an amazing creature sharks are _____

4. get my library card for me, please _____

5. let's go wait out front until the library opens _____

Name _____

- Add **-s** to form the plural of most singular nouns.
- Add **-es** if the singular noun ends in **-s**, **-ch**, **-sh**, or **-x**.
- To form the plural of a word that ends in a consonant and **y**, change the **y** to **i** and add **-es**.

A. Read the poster. On the lines below, write the correct plural form of the underlined nouns.

Nature Walk

do you want to learn some new thing Come to the south lawn of Fern Street Library on Saturday for a nature walk. you will learn the names of all kinds of tree and bush in the park We will help you identify the bird that live there This is a great way for family to spend the day together we hope to see you there

1. _____ 2. _____ 3. _____

4. _____ 5. _____

B. Rewrite the paragraph above using the correct plural nouns. Use capital letters and end marks correctly.

Name _____

A. Read the nouns. For each item, circle the noun that is singular.

- | | |
|----------------|----------------|
| 1. a. toasters | 3. a. tractors |
| b. birdhouses | b. camels |
| c. flower | c. classes |
| d. windows | d. fence |
| 2. a. buttons | 4. a. bench |
| b. glass | b. cakes |
| c. apples | c. lizards |
| d. sticks | d. planets |

B. Read each sentence. Circle the correct plural form for the noun in parentheses.

- | | |
|---|---|
| 5. All the (couch) are on sale at Adam's Furniture Store. | 7. Will you help me stack the (box) on the truck? |
| a. couches | a. boxes |
| b. couches | b. boxs |
| c. couch | c. boxies |
| d. couchez | d. boxess |
| 6. I found five (penny) on the floor. | 8. My class recycles the milk (carton). |
| a. pennys | a. carton |
| b. pennyies | b. cartones |
| c. penneys | c. cartons |
| d. pennies | d. cartonss |

Name _____

Some nouns have special plural forms. They do not add **-s** or **-es** to form a plural.

- The words *men*, *women*, and *children* are the **irregular plural noun** forms of *man*, *woman*, and *child*.
- The word *mice* is the **irregular plural noun** form of the noun *mouse*.
- Collective nouns name groups of people, places, or things.

A. Complete each sentence with the correct plural form of the noun in parentheses.

1. The (man) _____ who coach the soccer teams talked to our class.
2. The library invited all the (child) _____ to the story hour.
3. I wrote a poem about three small (mouse) _____.
4. We talked to the (woman) _____ about their jobs.
5. I read about the (life) _____ of the presidents.

B. Read each sentence. Underline the collective noun.

6. There are four people in my family.
7. A jury makes important decisions in a court room.
8. That movie is about a brave army.

Name _____

- A few plural nouns have the same singular and plural forms.

Singular	Plural	Singular	Plural
sheep	sheep	fish	fish
deer	deer	moose	moose
scissors	scissors	salmon	salmon

- A few plural nouns change spellings but do not add **-s** or **-es**.

Singular	Plural	Singular	Plural
tooth	teeth	goose	geese

A. Decide if the underlined noun is singular or plural. Write your answer on the line.

1. We saw five deer behind our house. _____
2. Do we have enough scissors for everyone? _____
3. I painted a picture of a beautiful trout. _____
4. The fish have been jumping all afternoon. _____

B. Write yes if the plural form of the underlined noun is correct. Write no if it is not correct.

5. I saw some shark teeth at the science museum. _____
6. Put on some socks if your foots are cold. _____
7. Fishs have special gills to help them breathe. _____
8. The sheep are grazing in the field. _____

Name _____

- A few plural nouns change spellings but do not add **-s** or **-es**.
- A few plural nouns are spelled exactly the same as the singular form.
- To check the spelling of a plural noun, look up the singular form in a dictionary.

Rewrite the sentences. Change the underlined word to a plural noun.1. The child swam in the pool.

2. Sometimes my tooth chatter when I am cold.

3. Did you see the blue fish swim by?

4. The mouse hid under the refrigerator.

5. I know the woman who work at the bank.

Name _____

- A few plural nouns change spellings but do not add **-s** or **-es**.
- A few plural nouns are spelled exactly the same as the singular form.

Proofread the sentences for incorrect plural nouns. Circle each incorrect plural noun and write its correct form on the line.

1. I think astronauts have exciting lives. _____
2. The childs had fun building a snowman. _____
3. How many mouses did you see? _____
4. Be careful with the sharp knives. _____
5. The womans helped with the toy drive. _____
6. The geoses are making too much noise! _____
7. Salmons like to swim upstream. _____
8. Did you know ducks have webbed feets? _____
9. Brush your teeths before going to bed. _____
10. I want to read a book about mooses. _____

Name _____

A. Decide if the underlined noun is singular or plural. Write your answer on the line.

1. The mice ran under the clock. _____
2. There are many trout in this lake. _____
3. My baby sister just got her first tooth. _____
4. Let's put all of our scissors in this basket. _____
5. I would like to hear that woman sing again. _____

B. Write *yes* if the plural form of the underlined noun is correct. Write *no* if it is not correct.

6. You might see lots of moose at the wildlife park. _____
7. We can help with the childrens at the party. _____
8. We will need forks, spoons, and knifes. _____
9. We learned about the salmon in the Columbia River. _____
10. We watched the three mans chop down the old tree. _____

Name _____

- **Combine sentences** by joining two nouns in the subject.
- Use *and* to join the nouns. Leave out words that repeat. Make subjects and verbs agree.
- A combined sentence has a complete subject and predicate.

**Combine the sentences by joining the two nouns in the subject.
Write the new sentence.**

1. Parents enjoyed the play. Children enjoyed the play.

2. Tamika was a singing astronaut. Brad was a singing astronaut.

3. The story was really funny. The songs were really funny.

4. Carson helped with special effects. Carson's friend helped with special effects.

5. The cast took a big bow. The crew took a big bow.

Name _____

- Sentences can be combined by joining two **predicate nouns**.
- Use *and* to join the nouns. Leave out words that repeat.
- A combined sentence has a complete subject and predicate.

Combine the sentences. Use *and* to join the underlined predicate nouns. Write the new sentences.

1. At the beach we saw seagulls. At the beach we saw pelicans.

2. The pelicans ate fish. The pelicans ate crabs.

3. We built sand castles. We built forts.

4. Mom packed sandwiches. Mom packed fruit.

5. A seagull wanted my sandwich. A seagull wanted my orange.

Name _____

- Use a comma between the day and year in a date.
- Use a comma between the names of a city or town and a state and between the names of a street address, a town, and a state.
- Use commas to separate three or more words in a series. Do not use a comma after the last word.
- Use a comma after the name of a person being spoken to and after words such as *yes* and *no* when beginning a sentence.

Rewrite each sentence. Add commas in the correct places.

1. Our new address is 24 Elm Street Madison Ohio.

2. I got books some toys and a basketball for my birthday.

3. George Washington was born on February 22 1732.

4. Mr. Miller do you need someone to rake your leaves?

5. Yes I would be happy for you to help me today.

Name _____

- Use a comma between the day and year in a date.
- Use a comma between the names of a city or town and a state and between the names of a street address, a town, and a state.
- Use commas to separate three or more words in a series. Do not use a comma after the last word.
- Use a comma after the name of a person being spoken to and after words such as *yes* and *no* when beginning a sentence.

Rewrite each sentence. Add commas in the correct places. Combine sentences that share the same subject nouns or predicate nouns.

1. Our teacher read the stories. Our teacher read the poems.

2. My grandmother moved to 68 Palm Court Sunnydale Florida.

3. Mrs. Stamps thank you for visiting our school today.

4. James likes to draw spaceships. James likes to draw robots.

5. The first time our town had a parade was July 4 1892.

Name _____

A. Combine sentences that share the same subject nouns or predicate nouns. Write the new sentence on the line.

1. Our class visited the fire station. Our class visited the post office.

2. The trees have red leaves. The trees have yellow leaves.

3. Mr. Timmons is a coach. Miss Lange is a coach.

4. Liberty got four inches of snow. Stanton got four inches of snow.

B. Correct each sentence by adding commas where they belong.

5. We will need sugar flour and butter for the cake.

6. My friend moved to Denver Colorado.

7. No we can't make it to the party this weekend.

8. My grandmother was born on May 25 1950.

9. The pet store is located at 127 Green Street Mason Iowa.

10. Sarah did you study for the spelling test?

Name _____

- A **possessive noun** is a noun that shows who or what owns or has something.
- Add an apostrophe (') and the letter s to make a singular noun possessive.

A. Write the possessive form of each underlined noun. The first one is done for you.

- the tail of the pig the pig's tail
- the ears of the rabbit the _____ ears
- the trunk of the elephant the _____ trunk
- the neck of the giraffe the _____ neck
- the whiskers of the cat the _____ whiskers

B. Read the list of things that tells about a puppy. Write out each thing as a possessive noun. The first one is done for you.

the puppy

- nose the puppy's nose
- tail _____
- teeth _____
- bark _____
- spots _____

Name _____

- Adding an apostrophe (') to the end of a plural noun makes it possessive.
- Adding an apostrophe (') and s forms a possessive of plural nouns not ending in s. These are called irregular possessives.
- **Collective nouns** are a singular form of a word that refers to a group of things.

Write the possessive form of each underlined plural noun.

1. the den of the rabbits the _____ den
2. the cage of the parrots the _____ cage
3. the pond of the ducks the _____ pond
4. the home of the family the _____ home
5. the lodge of the beavers the _____ lodge
6. the nest of the bluebirds the _____ nest
7. the burrow of the chipmunks the _____ burrow
8. the cave of the bears the _____ cave
9. the web of the spiders the _____ web
10. the room of the children the _____ room

Name _____

- Add an apostrophe (') and s to singular possessive nouns.
- Add an apostrophe (') at the end of plural possessive nouns that end in s.
- Add an apostrophe (') and s to the end of plural possessive nouns not ending in s.

Complete each sentence with the possessive form of the noun in parentheses.

1. The (children) _____ book reports are about animals.
2. The (horse) _____ mane is soft and silky.
3. (Porcupines) _____ quills are pointy and sharp.
4. A (rabbit) _____ tail is like a cotton ball.
5. Some (fish) _____ scales are silvery.
6. A (hippopotamus) _____ mouth is huge.
7. (Squirrels) _____ tails are long and furry.
8. A (turtle) _____ shell protects its soft body.
9. (Fireflies) _____ lights send messages to other fireflies.
10. A (frog) _____ tongue can catch insects.

Name _____

- Add an apostrophe (') and s to singular possessive nouns.
- Add an apostrophe (') at the end of plural possessive nouns that end in s.
- Add an apostrophe (') and s to the end of plural possessive nouns not ending in s.

Mark an X over any possessive noun that is not written correctly. Rewrite the sentence on the line using the correct form of each possessive noun.

1. The volunteer womens group at the hospital held a bake sale.

2. They raised money to help decorate the childrens's wing.

3. Now there is a beautiful mural showing animals homes.

4. My favorite part shows the Pacific Oceans's sea life.

5. You can almost hear the many dolphin's happy cries.

Name _____

Read each sentence. Mark the correct possessive form for the singular noun in parentheses.

1. A (bird) song is a beautiful thing to hear.
a. birds's c. bird
b. bird's d. birds'
2. The (geese) honks could be heard all over the barnyard.
a. geese c. geese'
b. geeseses d. geese's
3. A (monkey) chatter can be noisy and loud.
a. monkey's c. monkeys's
b. monkeys' d. monkey
4. (Whales) songs have been recorded for many years.
a. Whale's c. Whales'
b. Whales's d. Whales
5. A (wolf) howl can sound scary on a dark night.
a. wolfs c. wolfs's
b. wolf's d. wolfs'

Name _____

- A complete **sentence** has a **subject** and a **predicate**.
- The **subject** tells what or whom the sentence is about.
- The **predicate** tells what the subject does and has a verb.
- A **verb** is a word that tells what the subject **does** or **is**.

Draw a line under the verb in each sentence.

1. I read a book about birds.
2. I learned about their nests.
3. My neighbor is a bird watcher.
4. She writes about the birds in our town.
5. I saw a hummingbird in the flowers.
6. A hummingbird is very small.
7. Its wings move very fast.
8. A hummingbird drinks nectar.
9. Some hummingbirds fly south in the winter.
10. My dad and I made a special feeder for them.

Name _____

- An **action verb** shows action in the predicate part of a sentence. It tells what the subject does.
- Some action verbs tell about feelings and actions that cannot be seen.

Circle the action verb in each sentence.

1. Our class planned a picnic.
2. We put tablecloths on the picnic tables.
3. Everyone brought sandwiches.
4. Jon likes potato salad.
5. He cooked the potatoes.
6. His mom cut them into pieces.
7. Jon added lots of good things to the salad.
8. I tried the lemonade.
9. It tasted too sour.
10. I poured sugar in the lemonade.

Name _____

- Use **quotation marks** to show that someone is speaking. Quotation marks come at the beginning and end of a person's exact words. The end punctuation goes inside the quotation mark.
- Use a **colon** between the hour and minutes when writing time.

Rewrite each sentence. Add quotation marks at the beginning and end of a speaker's exact words. Put a colon between the hour and minutes in times.

1. I'd like to see the new movie about penguins, said Mom.

2. Let's all go this afternoon, Dad suggested.

3. I'll check the paper to see what time it starts, I told them.

4. Do you want to see the one at 230 or the one at 500? I asked.

5. Let's go at 230 since we're having company over about 615, Mom said.

Name _____

- **Use quotation marks** to show that someone is speaking. Quotation marks come at the beginning and end of a person's exact words. The end punctuation goes inside the quotation mark.
- Use a **colon** between the hour and minutes when writing time.

A. Proofread the paragraph. Draw a line under sentences that need quotation marks. Circle the hours and minutes that need a colon.

A Surprise Party

Last week my sister said, Let's plan a birthday party for Dad. We decided to have the party on Saturday at 300. It will be fun to have the party in the park I told my sister and mom. I'll get some balloons and party hats Mom said. We went to the park at 230 to set up. Then we waited, but Dad did not come at 300. He did not come at 315. I think we forgot to tell Dad about the party! said Mom.

B. Rewrite the paragraph. Use quotation marks and colons where they belong.

Name _____

A. Read each sentence. Find the action verb in the sentence and write it on the line.

1. I love summer camp! _____
2. We hike through the woods. _____
3. The campers swim every morning. _____
4. The counselors teach us important things. _____
5. They plan lots of activities. _____
6. I meet new friends there. _____
7. Everyone feels sad on the last day of camp. _____

B. Rewrite each sentence. Put quotation marks and colons where they belong.

8. Soccer practice is from 415 to 500 today, said Coach Wilson.

9. Will you drive me over at 400? I asked Mom.

10. Sure, and I'll see if Dad can pick you up at 500, Mom replied.

Name _____

- The **tense** of a verb tells when the action takes place.
- A verb in the **present tense** tells what happens now.
- Add **s** to most present-tense verbs with singular subjects. Add nothing to present-tense verbs with plural subjects.
- A verb must agree in number with its subject.

Each sentence is followed by two forms of a verb. Choose the form of the verb that correctly agrees with the subject. Circle your answer and write it on the line.

- | | | |
|--|-------|--------|
| 1. Brandon _____ to make some money. | want | wants |
| 2. He _____ of some ideas. | think | thinks |
| 3. His parents _____ to him
about his plans. | talk | talks |
| 4. They _____ him decide. | help | helps |
| 5. Brandon _____ to walk dogs. | plan | plans |
| 6. He _____ some flyers. | make | makes |
| 7. Brandon _____ his neighbors. | visit | visits |
| 8. He _____ them how he
can help with their pets. | tell | tells |
| 9. Many people _____
Brandon to walk their dogs. | call | calls |
| 10. The dogs _____ Brandon
very much. | like | likes |

Name _____

- A **verb** must **agree** in number with its **subject**.
- When a present-tense verb with a singular subject ends in *-sh*, *-ch*, *-ss*, *-zz*, or *x*, add *-es*.
- When a present-tense verb with a singular subject ends in a consonant and *y*, change the *y* to *i* and add *-es*.

For each verb below, write the form that agrees with the subject given.

1. wash Dan _____.
2. fix Mom _____.
3. toss They _____.
4. teach Mr. Alvarez _____.
5. mix We _____.
6. hurry Thomas _____.
7. buzz The bee _____.
8. guess Jon _____.
9. wish They _____.
10. fly Lana _____.

Name _____

- A **present-tense verb** must **agree** with its **subject**.
- Add -s or -es to most present-tense verbs with singular subjects.
- Do not add -s or -es to a present-tense verb when the subject is plural.
- Do not add -s or -es when the subject is *I* or *you*.
- Do not add -s or -es after a compound subject.

Choose the correct singular or plural form of the verb in each sentence below. Underline your answer.

1. The garden club members (meet, meets) at noon.
2. Jack and Shanda (lead, leads) the meeting.
3. Lisa (give, gives) a report on the flower sale.
4. I (tell, tells) the club that we made fifty dollars.
5. The members (cheer, cheers) loudly.
6. Carson (ask, asks) about the community garden.
7. We (show, shows) him the new pictures.
8. Carl and Sandy (give, gives) out free seed packets.
9. The members (thank, thanks) them for the seeds.
10. The meeting (end, ends) at 1:00 p.m.

Name _____

A. Proofread the paragraph. Circle any verbs that do not agree with their subjects.

Mom and Dad tells us that they have a big surprise for us. We gets in the car. Dad drives for about an hour. We parks at the airport and go inside. We watches out the big window. Soon, a small plane land. Some time go by. I sees my grandparents waving to us from a distance. We hurries to the baggage claim to meet them. Everyone hugs! I carries their bags to the car.

B. Rewrite the paragraph. Write the verbs so that they agree with their subjects.

Name _____

A. Choose the correct form of each of the following verbs to go with the singular subject in the sentence below. Circle your answer.

- | | |
|----------------------|----------------|
| 1. The teacher _____ | 3. Nate _____ |
| a. speak | a. worry |
| b. speaks | b. worrys |
| c. speakes | c. worryes |
| d. speakses | d. worries |
| 2. Malika _____ | 4. Sarah _____ |
| a. guess | a. watches |
| b. guesss | b. watch |
| c. guesses | c. watchs |
| d. gueses | d. watchses |

B. Decide if the subject of each sentence is singular or plural. Then choose the correct verb to agree with the subject. Underline your answer.

5. Jeffrey (help, helps) Mrs. Trent shelve books.
6. He (carry, carries) a basket of books to her.
7. She (teach, teaches) how to shelve books.
8. They (work, works) all afternoon.
9. Jeffrey (push, pushes) the book cart to the desk.
10. Mrs. Trent (thank, thanks) Jeffrey for his help.

Name _____

- A **past-tense** verb tells about an action that has already happened.
- Add **-ed** to form the past tense of most verbs.
- Drop the e and add **-ed** to verbs that end in e.
- The same form of a regular past-tense verb is used with both singular and plural subjects in simple and compound sentences.

Find the past-tense verb in each sentence. Write it on the line.

1. We walked to Ocean Park. _____
2. Mom looked for an empty bench. _____
3. She liked to watch us play. _____
4. I played with my little sister in the sand. _____
5. We packed sand into her bucket. _____
6. Then we formed a sand castle. _____
7. My friend waved to me. _____
8. She watched us build the castle. _____
9. We asked her to play with us. _____
10. She helped us make a bigger castle. _____

Name _____

- There are more special rules for making **past-tense verbs**.
- Change the *y* to *i* before adding *-ed* if the verb ends with a consonant and *y*.
- Double the consonant and add *-ed* to verbs that end with one vowel and a consonant.

Choose the correct past-tense verb for each sentence. Circle your answer. Write it on the line.

- | | | |
|--|----------|---------|
| 1. Dad and I _____ a movie about birds. | watchd | watched |
| 2. The baby birds _____ for something to eat. | cried | cryed |
| 3. Some penguins _____ down an icy hill. | rolld | rolled |
| 4. One small bird _____ along a tree branch. | hoped | hopped |
| 5. Eagles _____ through the air. | glideed | glided |
| 6. A duck family _____ in the water. | splashed | plashd |
| 7. Swans _____ gracefully on a lake. | floatied | floated |
| 8. Baby geese _____ to catch their mother. | hurried | hurried |
| 9. Tiny robins _____ for more worms. | begged | beged |
| 10. Woodpeckers _____ to find insects in a tree. | tryed | tried |

Name _____

- An **abbreviation** is a shortened form of a word. It ends with a period.
- Titles before a name and initials are abbreviated and capitalized. Official titles of people are also abbreviated.
- Abbreviations for geographical locations, such as *street*, *road*, and *avenue*, are capitalized in a specific address.

Rewrite each sentence. Write titles and other abbreviations correctly.

1. Last week, doctor Bennet spoke to our class about healthy eating.

2. She told us about a farmer's market on Greentown rd.

3. Our teacher, mister Clark, gave apples and pears to everyone.

4. He bought them at ms. Baker's Fruit Market on Hill st in Maplewood.

5. We asked mrs Able, from the lunchroom, to speak to us about healthy food choices.

Name _____

- To form the past tense of most verbs, add *-ed*. Drop the *e* and add *-ed* to verbs that end in *e*.
- Change the *y* to *i* before adding *-ed* if the verb ends with a consonant and *y*. Double the consonant and add *-ed* to verbs that end with one vowel and a consonant.
- Abbreviate and capitalize titles before a name. Use capital letters and abbreviations for geographical locations such as *street*, *road*, and *avenue* in a specific address.

A. Proofread the paragraph. Circle any past-tense verbs that are incorrect. Underline incorrect abbreviations and titles.

Last summer my dad let me work with him at the television station. I carried some of my dad's equipment We talkd to people all over town. He recorded what they said. Mister Higgins, who lives on Lemon avenue, said he once tryed to sail around the world. On Second str, mrs kemp said she skiped rope for fifteen hours to win a contest once.

B. Rewrite the paragraph. Write the past-tense verbs, abbreviations, and titles correctly.

Name _____

A. Give the past-tense form of each action verb in parentheses. Write the answer on the line.

1. We (hike) through Logan Forest last week. _____

2. The sky (turn) dark. _____

3. We (hurry) into a cave. _____

4. The rain (pour) for an hour. _____

5. We (wait) for it to end. _____

6. The rain (stop) at last. _____

7. We (trudge) home through the mud. _____

B. Rewrite each sentence. Write each abbreviation and title correctly.

8. There is a new library on Park st near the toy store.

9. Mom knows mister Drake, the new librarian.

10. Next week, pres Carlson plans to visit the library.

Name _____

- Verbs can show actions that happen in the present or in the past. They can also show action in the future.
- A **future-tense** verb describes an action that is going to happen.
- Use the special verb **will** to write about the future.

Circle the verb in each sentence. Decide whether it is in the present tense or the future tense. Write *present* or *future* on the line.

1. Carla waits in the car for her dad. _____
2. Dad will drop Carla off at school. _____
3. Dad gets in the car. _____
4. They will go down Elm Street. _____
5. Carla sees the school up ahead. _____
6. Dad will stop at the parents' drop-off. _____
7. Carla asks Dad for lunch money. _____
8. Dad gives Carla some money and a smile. _____
9. Carla will go to her classroom. _____
10. Dad will drive to work. _____

Name _____

- A verb in the **future-tense** tells about an action that will happen.
- Use **will** with a verb to form the future tense.
- A future-tense verb must **agree** with its **subject**.
- The same future-tense verb is used for both singular and plural nouns.

Change the underlined present-tense verbs to the future tense. Don't forget to use the word *will* with the verb. Write the new sentence on the line.

1. We plant new flowers in the yard.

2. The rain falls into our new rain barrel.

3. We water the flowers with the water that we collect.

4. Dad uses the rain in the bird bath, too.

5. The birds like their new bird bath.

Name _____

- The important words in a book or magazine title are always capitalized.
- The words *the*, *and*, *in*, *of*, and *a* are not capitalized in a title unless they are the first word.
- Underline all of the words in a book or magazine title if you are handwriting it. If you are using a computer, put the title in italic type.

Rewrite each sentence. Write book titles correctly.

1. I checked out a book called the marching monkeys of Miami.

2. My friend's favorite book is We can sing a Song.

3. For my birthday, Gram gave me the book, a pair of mittens.

4. I bought Life In A Pumpkin at the book fair.

5. Mrs. Green read Joey And Jack Go To The Moon to our class.

Name _____

- A **future-tense** verb describes an action that is going to happen.
- Use the special verb **will** to write about the future.
- Capitalize the important words in a book or magazine title.
- Underline a book or magazine title if you are handwriting it. If you are using a computer, put the title in italic type.

A. Read the dialogue. Circle any verbs that are not written in the correct tense or do not agree with their subjects. Underline book titles that are not written correctly.

“I hoped you can come to my birthday party,” Tad said to Shanna.

“I will asked my mom,” said Shanna. “I will tell you tomorrow.”

“Great,” said Tad. “Have you read the book, frogs in a pond?”

“No,” said Shanna. “I’m reading a Cricket asks A question.”

“I will looked for that book at the library,” said Tad.

“You will likes it,” said Shanna. “It will makes you laugh.”

B. Rewrite the dialogue. Write verbs correctly. Correct the book titles and underline them.

Name _____

A. Give the future-tense form of each action verb in parentheses. Write the answer on the line.

1. The Panthers (play) the Greenwood Bears. _____
2. The athletes (practice) all week. _____
3. Fans (come) from all over the state. _____
4. The band (marches) onto the field. _____
5. The fans (go) wild when the players come out. _____
6. The snack stand (sells) a lot of food. _____
7. The fans (cheer) their home team. _____

B. Rewrite each sentence. Write each book title correctly.

8. I am looking for the book, friends in france.

9. The book a robot in space is now a movie.

10. You can read the green And blue monster when I finish.

Name _____

- Join two sentences with the same subject by combining the predicates.
- Combine the predicates using the word *and*.

The pairs of sentences below share the same subject. Form one sentence by using the word *and* to join the verbs. Write the new sentence on the line.

1. The dancer slides. The dancer leaps.

2. The musicians smile. The musicians play.

3. More dancers appear. More dancers twirl.

4. People stand. People cheer.

5. The dancers smile. The dancers wave.

Name _____

- Verbs in combined-verb sentences must agree with their subject.
- Subjects and verbs must agree with one another in number. If a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural.

Circle the correct verbs to complete each sentence. Write the sentence on the line.

1. The mayor (listen, listens) to people and (help, helps) them.

2. Librarians (read, reads) to children and (tell, tells) them about new books.

3. A baseball player (hit, hits) the ball and (run, runs) to first base.

4. The musician (write, writes) songs and (sing, sings) them, too.

5. The gardeners (plant, plants) flowers and (watch, watches) them grow.

Name _____

- Place a comma between the day and year in a date.
- Place a comma between a street address and a city and between a town and a state in a location.
- Place a colon after the greeting of a formal letter.
- Place a comma after the closing of a letter.

Rewrite the letter on the lines below. Correct any missing punctuation.

808 Maple Street
Lake City FL 35678
June 15 2014

Dear Ms. Alvarez

I ordered a Sparkle Yo-Yo from your company on May 20, 2014. The yo-yo came in the mail yesterday, on June 14 2014. When I opened the box I was surprised to find that you had sent the Rocket Yo-Yo by mistake. I am returning the Rocket Yo-Yo and would like you to send me the Sparkle Yo-Yo that I ordered. Thank you for taking care of this.

Sincerely

Name _____

- Subjects and verbs must agree with one another in number. If a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural.
- Place a comma between the day and year in a date. Place a comma between a street address and a city and between a town and a state in a location.
- Place a colon after the greeting of a formal letter. Place a comma after the closing of a letter.

Rewrite each sentence on the line below. Make sure that the verbs agree in number with the subject. Correct any mistakes in punctuation.

1. Bears eats a lot of berries and then hibernates during the winter.

2. The new school in Daleville Ohio will open on September 4 2015.

3. The athlete jog ten miles each day and swim twenty laps.

4. Each day I folds the newspapers and delivers them to my customers.

5. The students writes the letters and sends them to Albany New York.

Name _____

A. Circle the answer that correctly combines the two sentences.

1. Jon buys vegetables. Jon makes a salad.
a. Jon buys vegetables and makes a salad.
b. Jon buys and makes vegetables and a salad.
2. Nina writes a letter. Nina sends it to Gram.
a. Nina writes a letter to Gram and Nina sends the letter to Gram.
b. Nina writes a letter and sends it to Gram.
3. The clown takes off his hat. The clown jumps in the car.
a. The clown takes off and jumps in the car.
b. The clown takes off his hat and jumps in the car.

B. Choose the correct verb to agree with the subject.

4. The bird flies to the tree and _____ a song.
☐ sings ☐ sing
5. The girls wave to their friends and _____ hello.
☐ calls ☐ call
6. The monkeys _____ on the swing and chatter loudly.
☐ jumps ☐ jump
7. The spider _____ a web and waits for a fly.
☐ weaves ☐ weave
8. Jake _____ the ball and wins the game.
☐ catches ☐ catch

Name _____

- An **action verb** tells what the subject does.
- A **linking verb** does not show action. It connects the subject to a noun or an adjective in the predicate. It tells what the subject is or is like.
- The verb **be** is the most common linking verb. It has special forms in the present tense: *am, is, are*.

Circle the verb in each sentence. Decide whether it is an action verb or a linking verb. Write *action* or *linking* on the line.

1. Lee is my older brother. _____
2. He plays baseball for the Comets. _____
3. My family goes to see every game. _____
4. We are so proud of him. _____
5. Lee is one of the best athletes on the team. _____
6. My dad was a football quarterback in college. _____
7. Now he coaches football for a local team. _____
8. Mom is an amazing tennis player. _____
9. I am a pretty good swimmer. _____
10. We are a very active family. _____

Name _____

- The verb **be** is the most common linking verb. It has special forms in the past tense: *was*, *were*.
- Use the linking verbs **am**, **is**, and **was** when the subject is singular.

Write *am*, *is*, or *was* to finish each sentence.

1. I _____ in the school play.
2. My friend Jason _____ also in the play.
3. I _____ an astronaut who gets lost in space.
4. The play _____ funny and exciting.
5. Jason _____ silly and forgetful during yesterday's rehearsal.
6. I _____ the serious astronaut.
7. He _____ always getting into trouble on the space ship.
8. Mr. Conley _____ the director of the play.
9. He _____ happy with everyone's hard work.
10. My family _____ excited to see the play next week.

Name _____

- A statement and command sentence end with a period.
- A question ends with a question mark.
- An exclamation and an exclamatory sentence end with an exclamation point.
- A complete sentence has a subject and a predicate and shows a complete thought.

Rewrite the sentences with correct end punctuation and capitalization.

1. a new restaurant opened in town

2. what is your favorite food

3. go to the new Oakville Café on Saturday

4. wow, they have the best cherry pies

5. have you tried the apple pies yet

Name _____

- A statement and command sentence end with a period. A question ends with a question mark. An exclamation and an exclamatory sentence end with an exclamation point.
- The verb **be** is the most common linking verb. It has special forms in the past tense: *was*, *were*. Use the linking verb **am**, **is**, and **was** when the subject is singular.
- A complete sentence has a subject and a predicate and shows a complete thought.

A. Rewrite the sentences below, correcting any mistakes you might find.

1. what time does the train leave the station.

2. the train to Hartford are always on time

3. wow, I is going to be late if I don't hurry

4. take me to the station, please

B. The following group of words does not express a complete thought. Add a subject or predicate to make it a complete sentence. Write it on the line.

5. My grandparents are

Name _____

A. Write the linking verb in each sentence.

1. The trees are so colorful this fall. _____
2. Fall is my favorite season. _____
3. Apples are ripe in the fall. _____
4. Last fall Mom was a pastry chef at Jane's Orchard Cafe. _____
5. Apple pies and tarts were on the menu. _____
6. Pumpkin pies were also big sellers. _____
7. I am a big fan of pumpkin pies! _____

B. Rewrite each sentence correctly.

8. do you want to see the new movie

9. come to the theater at noon today

10. wow, they are giving away free tickets

Name _____

- A **contraction** is a shortened form of two words.
- An **apostrophe** takes the place of one or more letters in a contraction.

is not = isn't

has not = hasn't

was not = wasn't

will not = won't

- Some contractions are formed with forms of the verbs *be*, *do*, *have*, and *not*. These verbs do not usually change their spellings in a contraction with *not*.

Circle the contraction in each sentence. Write the words that form the contraction.

1. Tim's book isn't on the bookshelf. _____
2. He hasn't finished reading it yet. _____
3. He won't stop looking until he finds it. _____
4. I looked in my room but it wasn't there. _____
5. The book isn't on the table. _____
6. Tim hasn't looked under the chair. _____
7. It isn't on top of Dad's bookshelf. _____
8. Our dog, Pal, won't help us find it. _____
9. Tim wasn't expecting to find it in Pal's bed. _____
10. Pal isn't a very fast reader! _____

Name _____

- A **contraction** is a shortened form of two words.

cannot = can't

are not = aren't

does not = doesn't

did not = didn't

- An **apostrophe** takes the place of one or more letters in a contraction.

Rewrite each sentence using a contraction with *not* in place of the underlined verb.

1. I did see the parade last Saturday.

2. The marching band does practice every day.

3. The big floats are made with lots of flowers.

4. A clown on a funny bike did get lots of attention.

5. My friend does like to wave at everyone in the parade.

Name _____

- Do not confuse contractions with possessive nouns.
An **apostrophe** is used with a possessive noun to show ownership: The girl's toy.
- The words *don't*, *won't*, and *haven't* are contractions. They each have an apostrophe. An apostrophe shows where letters are left out.
- An apostrophe can take the place of one or more letters.

A. Read each sentence. Write C if the underlined word is a contraction. Write P if it is a possessive noun.

1. I don't know what time the train leaves. _____
2. Dave's bag is already packed. _____
3. We won't need heavy coats in Florida. _____
4. We haven't decided which beach to visit first. _____
5. My aunt's house is near Sunrise Beach. _____

B. Rewrite the underlined contraction on the line. Add an apostrophe where it is needed.

6. The leaves havent changed colors yet. _____
7. I dont think I can visit the apple orchard this year. _____
8. My dad wont get home until after five. _____
9. It hasnt snowed here in two years. _____
10. Mom cant find her snow shovel. _____

Name _____

- A **contraction** is a shortened form of two words.
- An **apostrophe** (') shows where one or more letters have been left out.

A. Proofread this passage. Circle any contractions that are not correctly written.

Just a few years ago I didnt know how to tie my shoes. My Uncle Jeff said he would teach me. "It isnt' hard to do," he said. "It wont take me more than five minutes to show you how."

He showed me the steps and then I tried. But it didnt work. I ended up tying a big knot in my shoelace. "I know this is'nt how to do it," I said. Uncle Jeff showed me again. "We arent going to give up!" he told me. I tried to tie my shoe but it just wasnt working. My loops were either too big or too small. But Uncle Jeff didnt give up. Finally, I tied my shoe! "That wasnt so hard, was it?" he asked. I just laughed.

B. Rewrite the passage. Write the contractions correctly.

Name _____

A. Write the contraction for each pair of words.

1. is not _____
2. did not _____
3. has not _____
4. was not _____
5. are not _____
6. cannot _____
7. will not _____
8. have not _____
9. do not _____
10. does not _____

B. Underline the contraction. Write the words that form the contraction.

11. I haven't seen my grandmother in six months. _____
12. She didn't get to visit in November. _____
13. I probably won't see her until summer vacation. _____
14. My family isn't planning a trip until June. _____
15. Dad hasn't bought our tickets yet. _____

Name _____

- A verb may be more than one word. The **main verb** tells what the subject is or does. The **helping verb** helps the main verb show action:

has baked

- The words **have**, **has**, and **had** can be helping verbs in simple and compound sentences:

Mom and I have baked cupcakes.

She has baked an apple pie.

Dad had baked bread before leaving for work.

Read each sentence. Underline the main verb. Circle the helping verb.

1. Jenna has read a book about recycling.
2. Nate and Jenna have talked to our class about helping.
3. Mr. Hart's class had started recycling last year.
4. Our class has asked Mr. Hart's class to tell us what they do.
5. We have decided that we want to help his class.
6. Mr. Hart's class had visited the recycling center in town.
7. Our teacher has planned a field trip there, too.
8. We had hoped our principal would come with us.
9. The mayor has announced that Wednesday is Recycling Day.
10. We have made lots of posters about the big day.

Name _____

- The verb forms of **be** can also act as helping verbs. **Is, are, am, was, were,** and **will** can be helping verbs.
- The helping verb must agree with the subject of the sentence in simple and compound sentences.

Complete each sentence with the correct helping verb.

- Next week my family _____ visit Mount Rushmore. will are
- We _____ planning to leave Tuesday. am are
- I _____ reading a book about the monument. is am
- My dad _____ telling us about his first trip there. was will
- The car trip _____ take ten hours. is will
- We _____ hoping to camp nearby. were is
- My mom _____ taking her camera equipment. is am
- Dad _____ having the car serviced. will is
- My sister and I _____ buy lots of postcards. are will
- I _____ going to remember this trip always. were am

Name _____

- **Quotation marks** show that someone is speaking. They come at the beginning and end of the speaker's exact words.
- Begin a quotation with a capital letter. **Commas** and periods always appear inside quotation marks.
- If the end of a quotation comes at the end of a sentence, use a period, question mark, or exclamation mark to end it.
- If the sentence continues after a quotation is given, use a comma to close the quotation.

Rewrite each line of dialogue. Use quotation marks and commas correctly.

1. We had lots of snow last night said Mom.

2. Do you think the schools will be closed today I asked.

3. Mom said, Let's turn on the t.v. to see if there is an announcement.

4. School officials just told us that Baker City Schools will be closed today said the announcer.

5. I asked Mom do you know where I put my sled

Name _____

- Use **quotation** marks at the beginning and end of a speaker's exact words. **Commas** and periods always appear inside quotation marks.
- The helping verb must agree with the subject of the sentence in simple and compound sentences.

A. Proofread this passage. Circle any incorrect helping verbs. Underline any dialogue that is not written correctly.

I are helping my neighbor with his vegetable garden. He am planting lettuce and tomatoes. I said Mr. Jackson where do you want me to plant these cucumber seeds. He said Let's put them in the next row. Mr. Jackson and I was working hard all afternoon. Look at that dark cloud I told him. I hope the rain are wait until we finish he said. "Me too, I said."

B. Rewrite the passage. Write helping verbs correctly. Use commas and quotation marks correctly.

Name _____

A. Write the helping verb in each sentence.

1. I have written some poems about the ocean. _____
2. My teacher is reading them now. _____
3. Nina has written a few poems, too. _____
4. We had decided to put the poems in a book. _____
5. Jon and Caleb will draw pictures for our book. _____
6. I am looking for something to use as the cover. _____
7. We are giving the book to our school library. _____
8. Ms. Chance will put our book on a special shelf. _____

B. Rewrite each sentence. Write the dialogue correctly.

9. Here is a book of poetry for the library, Nina said.

10. "Ms. Chance said Thank you so much for this wonderful book!"

Name _____

- A **clause** is a group of words that has a subject and a verb.
- An **independent clause** can stand alone as a sentence.
A **dependent clause** cannot stand alone as a sentence.
- A simple sentence has one independent clause.
- A compound sentence has two or more independent clauses.

**Read each clause. Write yes if the clause is independent.
Write no if it is not an independent clause.**

1. My dad works at a pet store. _____
2. Takes care of the fish and reptiles. _____
3. He tells people how to care for their new pets. _____
4. Many people visit the pet store. _____
5. People who want to buy pets. _____
6. The pet store is in the Green Tree Mall. _____
7. On Lincoln Trail next to Patty's Pancake House. _____
8. More people buy dogs than cats. _____
9. Because they are friendly. _____
10. Dad likes working at the pet store. _____

Name _____

- **Dependent clauses** cannot stand alone as a sentence and are introduced by subordinating conjunctions.
- Some **subordinating conjunctions** are **after, because, if, unless, while, until, when, and before**.

Read each sentence. Circle the dependent clause.**Write the subordinating conjunction on the line.**

1. After my dad gets home, we will go to the game. _____
2. While Mom makes dinner, I'll do my homework. _____
3. I think the game will be called off because it is raining. _____
4. We won't know if the game is cancelled until they make an announcement. _____
5. If the game isn't played today, it will be held next Saturday. _____
6. Unless it starts raining again, the game will be played as scheduled.

7. When we got to the ballpark, the teams were already on the field.

8. I want to get some popcorn before the game begins. _____
9. After the singing of the national anthem, the game started. _____
10. Unless the next batter hits a home run, the Cards will lose the game.

Name _____

- When an independent clause begins a sentence, it is usually not followed by a **comma**.
- When a dependent clause begins a sentence, it is usually followed by a **comma**.
- A complex sentence includes an independent clause and one dependent clause that is introduced by a subordinating conjunction.

**Combine each independent and dependent clause.
Use commas correctly.**

1. Our school day ends. When the bell sounds at 3:30.

2. Unless I have soccer practice. I go home and do my homework.

3. My dad picks me up. When Mom has to work late.

4. If school is closed early. My neighbor, Mrs. Carter, picks me up.

5. Because there were so many snow days last year. We have to stay an extra half hour.

Name _____

- An **independent clause** can stand alone as a sentence. A **dependent clause** cannot stand alone as a sentence.
- A simple sentence has one independent clause. A compound sentence has two or more independent clauses. A complex sentence includes an independent clause and one dependent clause that is introduced by a subordinating conjunction.
- When an independent clause begins a sentence, it is usually not followed by a **comma**. When a dependent clause begins a sentence, it is usually followed by a **comma**.

A. Rewrite the sentences below. Use commas correctly as needed.

1. When summer vacation starts I am going to visit my aunt in California.

2. My aunt lives in Malibu and she, has a house on the beach.

3. Mom, plans to come there, after her job ends in June.

4. If my aunt will let me I hope, to learn how to surf.

B. Combine the following dependent and independent clauses. Write the sentence correctly on the line.

5. Because my aunt is a professional surfer. She can give me lessons.

Name _____

A. Write *yes* if the two clauses have been combined correctly. Write *no* if they have not been combined correctly.

1. Before we go home today, we need to stop at the store. _____
2. We can stop at the market, after we drop off Steve at the gym. _____
3. Mom needs to buy milk, and Dad wants her to pick up orange juice.

4. While we were at the store, I saw my friend, Kayla. _____
5. Dad won't get home, until after six today. _____
6. Because the traffic was bad, we were late for my piano class. _____
7. Mom explained what happened and I apologized to Mr. Tan. _____

B. Write *simple* if the sentence is simple. Write *complex* if it is a complex sentence. Write *compound* if it is a compound sentence.

8. Mr. Tan listened carefully while I played the new music.

9. I took a deep bow, and Mr. Tan smiled at me.

10. He told me that I did a great job.

Name _____

- Not all verbs add the *-ed* to form the past tense.
- An **irregular verb** has a special spelling for the past tense. Some irregular verbs are: *come/came, do/did, say/said, go/went, eat/ate, and sing/sang*.
- A simple sentence has one independent clause.
- A compound sentence has two or more independent clauses.

Write the correct past tense form of the verb to finish the sentence.

1. come An author _____ to our school yesterday.
2. sing I _____ a song for our school talent show.
3. do Cam _____ the same juggling act as last year.
4. eat We _____ our lunch outside today.
5. go My friend _____ camping last week.
6. say Our teacher _____ that everyone did a great job.
7. run My sister _____ a marathon last year.
8. give We _____ a box of canned goods to the shelter.
9. begin The play _____ at noon.
10. bring Sam _____ his pet hamster to school.

Name _____

- Some irregular verbs have a special spelling when used with the helping verbs *have*, *has*, or *had*; *does*, *did*, or *do*.
- Subjects and helping verbs must always agree in simple and compound sentences.

Rewrite the sentences. Write the underlined verbs correctly.

1. My family has goed to the seashore often during the summer.

2. My teacher has gived a speech at the White House.

3. The puppy has growed a lot this past year.

4. The birds had singed all morning.

5. Dad and I have seened that movie twice.

Name _____

- Irregular verbs have a special spelling to show that an action happened in the past.
- Some verbs have a special spelling when used with *have*, *has*, or *had*; *does*, *did*, or *do*.

Rewrite the sentences using the correct past tense form of the verb in parentheses.

1. Have you ever (go) to a national park?

2. At Yellowstone National Park, my family (see) lots of wildlife.

3. Dad had (bring) his best camera to get lots of pictures.

4. My friend, Andi, had (come) with us, too.

5. I (give) Andi the seat next to the window.

Name _____

- Irregular verbs have a special spelling to show that an action happened in the past.
- Some verbs have a special spelling when used with *have*, *has*, or *had*; *does*, *did*, or *do*.

A. Proofread this passage. Circle any incorrect irregular verbs.

Last week my mom comed to our school and gived a speech about being a volunteer. She has always sayed how important it is for people to help others. She has gave many hours of her time helping out at the animal shelter. I have seed her go out many times to rescue an animal. At the shelter she has sitted with several sick animals until they has eated a meal. I am proud to say that my mom has winned the Volunteer of the Year Award.

B. Rewrite the passage. Write irregular verbs correctly.

Name _____

Choose the verb form for each sentence. Circle your answer and write it on the line.

1. My class has _____ on a field trip to the transportation museum.
a. gone **b. go** **c. went**
2. We have _____ lots of ways that people used to travel.
a. see **b. seen** **c. saw**
3. People have _____ to this country by foot, boat, air, and rail.
a. come **b. came** **c. comes**
4. My grandpa had _____ some work on a steam locomotive long ago.
a. do **b. did** **c. done**
5. An airline company in town has _____ lots of money to the museum.
a. gives **b. given** **c. gave**
6. We _____ lunch in the dining car of a real train.
a. eat **b. ate** **c. eaten**
7. A woman from the museum _____ some songs about rail travel.
a. sing **b. singed** **c. sang**
8. Later we _____ to see a film about Amelia Earhart.
a. go **b. went** **c. gone**
9. I _____ a book report about her last year.
a. write **b. wrote** **c. writed**
10. My class _____ an amazing time on our field trip.
a. has **b. have** **c. had**

Name _____

- A **singular pronoun** replaces a singular noun.
- A **plural pronoun** replaces a plural noun or more than one noun.
- A **personal pronoun** replaces a noun that refers to a person or thing. They can be singular or plural. Personal pronouns include *I, me, you, we, us, he, she, it, or you.*

Rewrite each sentence. Use a singular or plural pronoun to replace the underlined noun or nouns.

1. Carlos is reading a book about African lions.

2. Marcus and Ana are interested in Bengal tigers.

3. Jonas said, "Jonas saw a movie about wildlife in Costa Rica."

4. The library closes at noon today.

5. Carmen said, "Thalia and Carmen are planning a report on reptiles."

Name _____

- A **plural pronoun** must match the word or words it replaces.

My friends and I saw the **jugglers** perform.

We saw **them** perform.

- A pronoun must agree with the word or pronoun it replaces in both number and gender: **Tess** lost **her** notebook.

Circle the correct pronoun to replace the underlined noun.

Write the sentence on the line using the correct pronoun.

1. Cam and Tara helped out at the bake sale. He They

2. Our principal let us put a table up in front of the school. it he

3. David made lots of posters for the bake sale. She He

4. We invited our parents and grandparents to come. them us

5. The bake sale was a huge success. We It

Name _____

- Pronouns must match the number and gender of the noun or nouns.
- If the sentence is not clear as to what noun or nouns the pronoun refers to, avoid using a pronoun.
- Proper nouns name specific people, places, and things. Always begin a proper noun with a capital letter.
- Proper nouns include people's names, official titles of people, holidays, product names, and geographical names.

Rewrite each sentence correctly. Write each proper noun and I with a capital letter.

1. My friend sam and i both have pen pals in other countries.

2. Sam's pen pal is named sayeed and he lives in india.

3. My pen pal's name is belinda and she lives in australia.

4. When i see a letter from melbourne, i get really excited.

5. In my next letter, i am going to ask belinda how she celebrates new year's day.

Name _____

- A pronoun must agree with the word or pronoun it replaces in both number and gender.
- A proper noun begins with a capital letter. Proper nouns include people's names, official titles of people, holidays, product names, and geographical names.
- The pronoun **I** is always capitalized.

A. Proofread the paragraph. Circle any incorrect pronouns and words that should be capitalized.

Last summer my mom and i went to seattle, Washington. Us had a great time there seeing all the sights. We went to the seattle aquarium and learned all about sea otters and salmon. Mom took lots of pictures, and he plans to make a scrapbook of our trip. My favorite place to eat was mike and mary's pizza on jackson street. We even got to meet Mike and Mary. them have been making pizzas for over twenty years! Mom and i had such a great time that us plan to go back next july.

B. Rewrite the paragraph with the correct pronouns. Make sure all proper nouns and I are capitalized.

Name _____

A. Underline the pronoun in each sentence. Write S if it is singular or P if it is plural.

1. She is a famous artist. _____
2. May we sit here, please? _____
3. Do you want to go to the park? _____
4. Uncle Dan came to visit me last week. _____
5. They write books about video games. _____
6. Frank and I will help Mrs. Cann pack. _____
7. The bus is waiting for us at the corner. _____
8. Is he in third grade or fourth grade? _____

B. Rewrite each sentence. Use pronouns and capital letters correctly.

9. Do you think us can go to new york next october?

10. mr. tate said, "Meet my daughter, laura. He takes piano lessons."

Name _____

- A **subject pronoun** is used as the subject of a sentence.
- Singular subject pronouns are *I, you, he, she, and it*.
- Plural subject pronouns are *we, you, and they*.

Read the sentences. Choose the correct pronoun in parentheses to complete each sentence. Write the pronoun.

1. My friend Ted and _____ started a lawn service. (me, I)
2. _____ made a list of all the services we will offer. (We, Us)
3. _____ am good at raking and cleaning up. (Me, I)
4. _____ is good at planting and weeding. (He, Him)
5. We asked the Smiths, "Would _____ like our help?" (you, them)
6. _____ signed up for a one month trial. (Them, They)
7. Dad said that _____ is very proud of us. (him, he)
8. _____ is a good way to make money this summer. (It, You)
9. _____ hope to have at least five customers. (Us, We)
10. Ted and _____ plan to work hard. (me, I)

Name _____

- An **object pronoun** can take the place of an object noun.

Mark invited **Kim**. Mark invited **her**.

- Singular object pronouns are *me, you, him, her, and it*.
- Plural object pronouns are *us, you, and them*.

Read the sentences. Choose the correct pronoun in parentheses to complete each sentence. Write the pronoun.

1. Dad helped _____ build a tree house. (we, us)
2. I hope _____ can come see it. (you, we)
3. I asked _____ to help me clean up. (she, her)
4. We can help _____ put away the tools. (he, him)
5. Mom saw _____ reading a book. (them, they)
6. Marcus went to the store with _____. (I, me)
7. I told _____ that we had to choose paint. (him, he)
8. "I will show _____ the color I like best," I said. (your, you)
9. He showed _____ five shades of green. (me, I)
10. "Do you like this color, or is _____ too bright?" I asked. (it, them)

Name _____

- Use subject pronouns *I, you, he, she, it, we, and they* as the subject of a sentence or to replace subject nouns.
- Use object pronouns *me, you, him, her, it, us, and them* to replace object nouns.
- A present-tense verb must agree with its subject pronoun.
- Add -s or -es to most present-tense action verbs when using singular pronouns *he, she, and it*. Do not add -s or -es to a present-tense action verb when using plural pronouns *we, you, and they*.

Replace each underlined word or group of words with the correct subject or object pronoun. Write the new sentences.

1. My grandmother took my brother and me to Washington, D.C.

2. The Smithsonian is an amazing place to spend the day.

3. My grandmother, brother, and I got to tour the White House.

4. My brother asked my grandmother if she had ever been there before.

5. Our grandmother said that she took our dad there when he was a little boy.

Name _____

- Use subject pronouns *I, you, he, she, it, we, and they* as the subject of a sentence or to replace subject nouns.
- Use object pronouns *me, you, him, her, it, us, and them* to replace object nouns.
- A present-tense verb must agree with its subject pronoun.

A. Proofread the paragraph. Circle any pronouns that are used incorrectly.

My classmates and I have been learning about space. Us got to visit a planetarium last week. Zach and me made a big mural that shows planets, moons, and constellations. We invited other classes to come and see our mural. Them were amazed at what they saw. Our teacher, Ms. Alba, asked our principal to come see it. We asked he if he would like to hang it in his office. Mr. Costas gave we a big compliment. Him said he would be honored to have it on his wall.

B. Rewrite the paragraph with the correct pronouns.

Name _____

Read the first sentence in each set. One of the four sentences that follows it correctly replaces the underlined words. Circle the correct sentence.

1. An emperor penguin is an interesting animal.
 - a. They is an interesting animal.
 - b. It is an interesting animal.
 - c. Them is an interesting animal.
 - d. Her is an interesting animal.

2. Mary Grant spent a lot of time studying the penguins.
 - a. Her spent a lot of time studying it.
 - b. We spent a lot of time studying him.
 - c. She spent a lot of time studying them.
 - d. Her spent a lot of time studying them.

3. My brother bought a book by Mary Grant.
 - a. Him bought a book by her.
 - b. He bought a book by she.
 - c. She bought a book by him.
 - d. He bought a book by her.

4. I borrowed the book from my brother.
 - a. I borrowed it from him.
 - b. I borrowed it from he.
 - c. I borrowed him from it.
 - d. I borrowed us from it.

Name _____

- A present-tense **verb** must agree with its subject pronoun in simple and compound sentences.
- Add -s or -es to most present-tense action verbs when using singular pronouns *he*, *she*, and *it*.

Circle the subject pronoun in each sentence. Choose the correct verb to complete each sentence. Write the sentence on the line.

1. She (read, reads) a story to us every day.

2. It (make, makes) us laugh to hear funny stories.

3. It (take, takes) us twenty minutes to walk to the library.

4. He (look, looks) for books about monkeys.

5. She (help, helps) him find the books that he wants.

Name _____

- Do not add -s or -es to a present-tense action verb when using plural pronouns *we*, *you*, and *they*, or singular pronouns *I* and *you*.
- Subject pronouns and their verbs must agree in simple and compound sentences.

Choose the correct verb in parentheses to complete each sentence. Write the verb on the line.

1. We _____ helping Mom with our garden. (like, likes)
2. She _____ lettuce, tomatoes, and cucumbers. (grow, grows)
3. I _____ pull the weeds, and my brother waters. (help, helps)
4. He _____ how to plant seeds, too. (know, knows)
5. Do you _____ a garden at your house? (want, wants)
6. We _____ hard, but it is worth it. (work, works)
7. She _____ salads for our neighbors. (make, makes)
8. They _____ our fresh vegetables. (love, loves)
9. We _____ vegetables at the Farmer's Market, too. (sell, sells)
10. She _____ us keep the money that we make. (let, lets)

Name _____

- A present-tense verb must agree with its subject pronoun in simple and compound sentences.
- Add -s or -es to most present-tense action verbs when using singular pronouns *he*, *she*, and *it*.
- Do not add -s or -es to a present-tense action verb when using plural pronouns *we*, *you*, and *they*, or singular pronouns *I* and *you*.

Choose the correct verb to complete each sentence. Write the verb on the line.

1. I (like, likes) Career Day at school. _____
2. We (hear, hears) speakers, like Mr. Jace, talk about their jobs. _____
3. He (work, works) on jets and airplanes. _____
4. I (think, thinks) that would be a hard job to do. _____
5. They (tell, tells) our class about the importance of reading. _____
6. I (see, sees) a speaker dressed like an astronaut. _____
7. She (explain, explains) what she does on space walks. _____
8. I (hope, hopes) to be a writer when I grow up. _____
9. It (make, makes) people laugh to read funny stories. _____
10. We (wave, waves) to the speakers when they leave. _____

Name _____

- A present-tense verb must agree with its subject pronoun in simple and compound sentences.
- Add -s or -es to most present-tense action verbs when using singular pronouns *he*, *she*, and *it*. Do not add -s or -es to a present-tense action verb when using plural pronouns *we*, *you*, and *they*, or singular pronouns *I* and *you*.

Rewrite the sentences below. Make sure that the pronouns and verbs agree.

1. I sees a huge spider web on my bike!

2. He paint pictures of sailboats on the lake.

3. They hikes the Grand Canyon every August.

4. It rain almost every afternoon in Florida.

5. Do you swims at the Oak Park Water Club?

Grammar • Grade 3 • Unit 5 • Week 3 **115**

Name _____

- A **possessive pronoun** takes the place of a possessive noun.

That is **Jane's** backpack. That is **her** backpack.

- A possessive pronoun shows who or what owns something.

That is **his** notebook.

- Use these possessive pronouns before nouns: *my, his, her, its, our, your, their*.
- Make sure nouns and pronouns agree in simple and compound sentences.

Write the possessive pronouns on the line.

1. My family won a trip to Chicago. _____
2. We wrote an essay telling our reasons for wanting to go. _____
3. Dad spent most of his childhood there. _____
4. Mom used to visit her grandmother in Chicago. _____
5. Mom and Dad want us to see their favorite landmarks. _____
6. Dad asked his boss for a week off. _____
7. Mom said, "Help your sister find her camera." _____
8. I found the camera but I think its battery is dead. _____
9. Mom will take our car to the shop before we leave. _____
10. This will be my first trip to Chicago. _____

Name _____

- Some possessive pronouns can stand alone. Possessive pronouns that can stand alone include *mine, your, his, hers, its, ours,* and *theirs*.
- **Reflexive pronouns** are used when the subject and the object of a sentence are the same.

Read the sentences and the possessive pronouns in parentheses. Write the correct possessive pronoun.

1. The students in _____ class are painting pictures of sea life. (our, ours)
2. I am almost finished with _____. (my, mine)
3. Have you finished _____? (your, yours)
4. Staci showed me _____ painting. (her, hers)
5. Calvin showed me _____, too. (his, their)
6. I liked both of _____. (their, theirs)
7. Every painting has _____ own unique look. (its, ours)
8. _____ painting of the starfish is great. (Your, Yours)
9. Karen said she really liked _____. (my, mine)
10. I think _____ class worked really hard. (our, ours)

Name _____

- A possessive pronoun replaces a possessive noun. Use these possessive pronouns with nouns: *my, your, his, her, its, our, and their*.
- Make sure nouns and pronouns agree in simple and compound sentences.
- Use these possessive pronouns alone: *mine, your, his, hers, its, ours, and theirs*.

Replace each underlined possessive noun with the correct possessive pronoun. Write the new sentences.

1. Jana left Jana's backpack on the bus.

2. Frank and Pia studied Frank's and Pia's spelling words together.

3. Tim asked Clara, "Is this Clara's notebook?"

4. Jason gave me Jason's camera and asked me to take a picture.

5. I looked at the red gloves and said, "I think these are my red gloves."

Name _____

- A possessive pronoun replaces a possessive noun. Use these possessive pronouns with nouns: *my, your, his, her, its, our, and their*. Use these possessive pronouns alone: *mine, yours, his, hers, its, ours, and theirs*.
- Make sure nouns and pronouns agree in simple and compound sentences.

A. Proofread the paragraph. Circle any pronouns that are used incorrectly.

Mine brother and I visited our grandparents on theirs farm last summer. They have a vegetable garden and they raise sheep. Theirs dogs help herd the sheep. My grandmother uses hers tomatoes to make delicious soup. Mine grandfather uses the sheep's milk to make cheese. We like the cheese sandwiches he makes from its. Theirs farm is a busy place in the summer. My brother and I had the best time on ours vacation.

B. Rewrite the paragraph with the correct pronouns.

Name _____

Read the sentences. Choose the correct possessive pronoun to complete each sentence. Circle your answer. Then write the word on the line.

- Mrs. Avery talked about _____ childhood in Paris.
a. her **b.** hers
- We had _____ first snowfall of the year today.
a. our **b.** ours
- Jim finished his work first and then Stephanie finished _____.
a. her **b.** hers
- My parents had _____ friends over for dinner.
a. their **b.** theirs
- Is this my baseball glove or is it _____?
a. your **b.** yours
- Mom picked up the beach towels and said, "These are _____."
a. our **b.** ours
- Bob looked for _____ friend in the lunchroom.
a. his **b.** its
- _____ favorite fruit is the apple.
a. Mine **b.** My

Name _____

- A **contraction** is a shortened form of two words: *she is = she's*
- An **apostrophe** replaces letters that are left out in a pronoun-verb contraction.
- Some common contractions are: *he is/he's; she is/she's; it is/it's; you are/you're; I am/I'm; we are/we're; they are/they're; and I have/I've.*

Rewrite each sentence and replace the underlined words with a contraction.

1. I am writing a report about animals and their habitats.

2. I think it is interesting to learn about animals and where they live.

3. Dad says that he has seen an eagle's nest.

4. I have only seen one in a picture that shows the eagle's nest high up in a tree.

5. They are known for building huge nests.

Name _____

- Contractions can be formed with a pronoun and a helping verb, such as *is*, *have*, or *will*.
- Some common contractions formed with *will* are: *I will/I'll*; *he will/he'll*; *she will/she'll*; *we will/we'll*; *you will/you'll*; *it will/it'll* and *they will/they'll*.

Underline the two words in each sentence that you can make into a contraction. Then write the sentence with the contraction.

1. We will have lots of fun at the park.

2. I think you will like the salad I made.

3. Do you think it will be ready by noon?

4. We can ask if she will come early.

5. I will give her a call right now.

Name _____

- Do not confuse possessive pronouns with contractions.
- The words *it's*, *you're*, and *they're* are **contractions**. They each have an apostrophe that stands for letters that are left out.
- The words *its*, *your*, and *their* are **possessive pronouns**. They do not have apostrophes.
- Pay attention when spelling a contraction. Make sure the apostrophe is in the correct place.

**A. Write C if the underlined word is a contraction.
Write P if it is a possessive pronoun.**

1. I hope it's not too late to enter the science fair. _____
2. Lin and Gary showed me their science project. _____
3. I want to ask if they're finished with it. _____
4. Have you planned your project yet? _____
5. I am certain that you're going to win. _____

B. Complete each sentence with the correct contraction or possessive pronoun in parentheses.

6. I like (your, you're) _____ new backpack.
7. (Their, They're) _____ going to pick us up at noon.
8. I don't think (its', it's) _____ going to rain today.
9. I think that (your, you're) _____ the best pitcher we have.

Name _____

- Do not confuse possessive pronouns with contractions.
- The words *it's*, *you're*, and *they're* are **contractions**. They each have an apostrophe that stands for letters that are left out.
- The words *its*, *your*, and *their* are **possessive pronouns**. They do not have apostrophes.
- Pay attention when spelling a contraction. Make sure the apostrophe is in the correct place.

A. Proofread the paragraph. Circle any possessive pronouns or contractions that are not used correctly.

I've just read a book about the history of ice cream. Its interesting to learn how long ice cream has been around. The Persians were known for making they're frozen treats by pouring fruit juice over snow. I'am sure that was delicious. I learned that George Washington and Thomas Jefferson liked ice cream. They'are two of our founding fathers who visited ice cream parlors in New York.

B. Rewrite the paragraph with the correct pronouns.

Name _____

A. Is the underlined contraction written correctly?**Write yes if it is. Write no if it is not.**

1. I'm going to go to space camp this summer. _____
2. I know it'll be so much fun _____
3. My friend said that she'se going to write to me every day. _____
4. I hope they'll let me fly the flight simulator. _____
5. Its going to be a great experience for me. _____

B. Write the contraction for the underlined words.

6. You are going to love our new city park. _____
7. We will have so much fun when we go there. _____
8. Mom and Dad said they are going to take us tomorrow. _____
9. It will be a special day for us all. _____
10. Mom said that she is going to walk the new walking trail. _____

Name _____

- An **adjective** is a word that describes a noun. An adjective usually comes before the noun it describes.
- Some adjectives are descriptive. They tell what kind of person, place, or thing the noun is.
- Some adjectives tell how many.
- Some adjectives are limiting, such as *this*, *that*, *these*, and *those*.

Draw one line under each adjective. Circle the noun that the adjective describes.

1. Gramps has a brown horse.
2. Rex is the name of this big animal.
3. I am a good helper when I visit Gramps.
4. I take Rex out for long rides.
5. I feed Rex juicy apples.
6. Gramps lets me polish the heavy saddle.
7. In June I will help him paint the old barn.
8. Gramps let me pick out the new color.
9. I chose a bright red.
10. I think Rex will like that color.

Name _____

- The **articles** *a*, *an*, and *the* are special adjectives.
- Use *an* before an adjective or a nonspecific singular noun that begins with a vowel.
- Use *the* before singular and plural nouns when referring to something specific.
- Some adjectives are limiting, such as *this*, *that*, *these*, and *those*.

Write *a*, *an*, or *the* to finish each sentence.

1. I went to see _____ first game of the World Series.
2. I wrote _____ essay about my exciting day.
3. I took _____ baseball with me in hopes of getting it signed.
4. After _____ game, I looked around for my favorite pitcher.
5. I didn't see him, but I did get _____ first baseman's autograph.
6. I told him that I was _____ big fan.
7. He asked me if I was _____ good student.
8. I told _____ guy that I always did my very best.
9. He shook hands with me and said that I was _____ awesome kid.
10. On our way home, I smiled as I thought about _____ best day ever.

Name _____

- Use commas to separate three or more words in a series.
- Use a comma between the day and the year in a date.
- Use a comma after introductory words.

Rewrite each sentence. Add commas where they belong.

1. Wow this is a great book that I got at the library!

2. It tells all about snakes lizards and alligators.

3. Yes the author is from our town.

4. He was born on June 15 1979.

5. He wrote another book about sharks whales and dolphins.

Name _____

- An **adjective** is a word that describes a noun.
- Some adjectives are descriptive. Some adjectives tell how many. Some adjectives are limiting, such as *this*, *that*, *these*, and *those*.
- Use commas to separate three or more words in a series.
- Use a comma between the day and the year in a date.
- Use a comma after introductory words.

A. Proofread this passage. Circle any adjectives and articles that are not used correctly. Add commas where needed.

When I grow up I think I want to be a astronaut. A few years ago I thought about becoming an famous basketball player. A long time ago, my grandmother played on a all-girls' team. She was born on May 3 1959. One time she told me, "This days were so much fun." But I think it would be fun to go on space missions, too. To become an astronaut means that I have to be a excellent student. I got the "A" on my last math test. Next week I need to study for spelling science and reading.

B. Rewrite the passage. Use the correct adjectives and articles. Use commas correctly.

Name _____

A. Find the adjective(s) that tells *what kind* or *how many*. Write the adjective on the line.

1. I helped Mom clean the messy garage. _____
2. I carried out twenty bags filled with junk. _____
3. We took the heavy bags to the recycling center. _____
4. I helped her build some new shelves in the garage. _____
5. We filled several bins with tools and supplies. _____
6. Now we have room to park both cars in the garage! _____

B. Choose the correct article to complete each sentence. Write your answer on the line.

7. Dad will pick us up at _____ skating rink. (the, an)
8. I found _____ blue backpack in the gym. (a, an)
9. Did you see _____ movie, "Whale's Tail"? (a, the)
10. Will we need _____ egg to make this cake? (an, the)

Name _____

- An **adjective** that compares is a descriptive adjective.
- You can use adjectives to compare two or more nouns.
- Add *-er* to an adjective to compare two nouns.
- Add *-est* to an adjective to compare more than two nouns.

Circle the correct adjective for each sentence.

1. This pumpkin is (bigger, biggest) than the one I grew last year.
2. Is the sun the (closer, closest) of all the planets?
3. This is the (sweeter, sweetest) orange I've ever eaten.
4. That clap of thunder was even (louder, loudest) than the last one.
5. The yellow kitten is (furrier, furriest) than the striped one.
6. The rabbit was (quicker, quickest) than the tortoise.
7. Of all my friends, Nick is the (funnier, funniest).
8. The (smarter, smartest) idea of all is to study for the test.
9. A river is usually much (wider, widest) than a creek.
10. That was the (sillier, silliest) joke ever!

Name _____

- Some **adjectives** change their spelling when *-er* or *-est* is added.
- When the adjective ends in a consonant and *y*, change the *y* to *i* and add *-er* or *-est*.
- When the adjective ends in *e*, drop the *e* and add *-er* or *-est*.
- When adjectives have a short vowel sound before a final consonant, double the final consonant and add *-er* or *-est*.

A. Add -er or -est to each adjective. Write the correct form.**Add -er**

1. big _____
2. sunny _____
3. blue _____
4. silly _____
5. nice _____

Add -est

6. funny _____
7. safe _____
8. fat _____
9. tiny _____
10. red _____

B. Write the correct form of each adjective in parentheses.

11. Yesterday was the (hot) _____ day all summer.
12. Shane was (fast) _____ than Tom.
13. It is (rainy) _____ today than it was yesterday.
14. This coat is (big) _____ than my old coat.
15. Tomorrow will be the (short) _____ day of the year.

Name _____

- Some **adjectives** that compare do not add *-er* or *-est*.
- The comparative form of *good* is *better*, and the superlative form is *best*.
- The comparative form of *bad* is *worse*, and the superlative form is *worst*.
- *Many* is an adjective that refers to more than one thing. The adjective *more* compares two things. *Most* compares more than two.

Circle the correct adjective for each sentence.

1. I like corn (better, best) than green beans.
2. Our city has (more, most) sunny days than rainy ones.
3. That was the (worse, worst) movie I've ever seen.
4. I think the Eagles are the (better, best) team in the state.
5. I did (better, best) on the last test than this one.
6. My cold is (worse, worst) today than it was yesterday.
7. Of all my friends, Maria has the (more, most) video games.
8. I think Mrs. Casa is the (better, best) teacher in the world.
9. We had (more, most) snow days this year than last year.
10. I just played my (worse, worst) game ever.

Name _____

- Add *-er* to an adjective to compare two nouns. Add *-est* to an adjective to compare more than two nouns.
- The comparative form of *good* is *better*, and the superlative form is *best*.
- The comparative form of *bad* is *worse*, and the superlative form is *worst*.
- The adjective *more* compares two things. *Most* compares more than two.

A. Proofread this passage. Circle any adjectives and articles that are not used correctly. Add commas where needed.

I think that Camp Woodbine is the better camp in the whole state. The camp has really good counselors. James is the nicer counselors of all of them. In the morning we get to choose our activities for the day. I like swimming most than rowing. I'm a fast swimmer, but my friend, Patrick, is fastest than I am. Last year we went hiking on the longer trail through the woods. I got the worser case of poison ivy ever!

B. Rewrite the passage. Use the correct adjectives and articles. Use commas correctly.

Name _____

A. Read each sentence. Mark the answer that tells the correct adjective that compares.

1. It is _____ tonight than it was last night.
a. darker b. darkest
2. That is the _____ book I've ever read.
a. funnier b. funniest
3. It's _____ fun to play baseball than to watch it on television.
a. more b. most
4. We get _____ breezes at the shore than farther inland.
a. cooler b. coolest
5. I think I have the _____ luck of anyone!
a. worse b. worst
6. Do you think Carmen's has _____ ice cream than the Frozen Scoop?
a. better b. best

B. Read each sentence. Circle the correct form of the adjective in parentheses.

7. That spider is the (tiniest, tinyest) one I've ever seen.
8. It is not much (bigger, biger) than the head of a pin.
9. It has the (redest, reddest) spots on its back.
10. Its web is (wider, wideer) at the top than at the bottom.

Name _____

- An **adverb** describes an action verb.
- Adverbs can tell the place, time, or the manner an action takes place. Adverbs answer the questions *Where?* *When?* or *How?*
- Most adverbs that tell *how* an action takes place end in *-ly*.

Draw one line under each adverb that tells *how*. Circle the verb that the adverb describes.

1. Mom and I walked carefully down to the edge of the pond.
2. We eagerly ate our picnic lunch.
3. Mom silently pointed to a turtle sunning itself on a rock.
4. The turtle quickly woke up.
5. It looked around worriedly.
6. Then it lazily closed his eyes and went back to sleep.
7. Next, a frog noisily jumped into the water.
8. It swam briskly across the pond.
9. In the tree above us, a bird sang sweetly.
10. We watched as it gracefully flew away.

Name _____

- Some **adverbs** that tell where are *there, ahead, outside, around, up, far, here, away, nearby, and everywhere*.
- Some adverbs tell the time, or when an action happens. Some adverbs that tell when are *first, soon, always, early, next, today, later, tomorrow, and then*.

A. Draw one line under each adverb that tells *where*. Circle the verb that the adverb describes.

1. My family goes outside on weekends if the weather is nice.
2. Last week, we hiked far into the woods.
3. There were several hills that we climbed up.
4. We saw a big lake ahead of us.
5. We ate our lunch there.

B. Draw one line under each adverb that tells *when*. Circle the verb that the adverb describes.

6. My dad always bakes a big cake for the school bake sale.
7. First, he buys all the ingredients for the cake.
8. Next, he mixes everything together.
9. Then he bakes the cake in the oven.
10. He decorates the cake later, when it has cooled.

Name _____

- Use an adjective to describe a noun.
- Use an adverb to describe a verb.
- Don't mix up adjectives with adverbs that tell *how*.

Read the sentences below. Circle the word that correctly completes each sentence.

1. The dragon is an (important, importantly) part of a Chinese New Year parade.
2. People dressed as a dragon dance (bold, boldly) down the street.
3. The costume is made of (colorful, colorfully) silk.
4. The dragon weaves (quick, quickly) in and out of the crowd.
5. The people shout (loud, loudly) to get the dragon's attention.
6. (Happy, Happily) children wave to the dragon.
7. Some children bring (beautiful, beautifully) dragon puppets to the parade.
8. They call (excited, excitedly) to the dancing dragon.
9. The dragon (glad, gladly) puts on a great show.
10. People cheer (noisy, noisily) as the dragon dances away.

Name _____

- Use an adjective to describe a noun. Use an adverb to describe a verb.
- Some adverbs tell *when* or *where*. Some adverbs tell *how* an action takes place and usually end in *-ly*.
- Don't mix up adjectives with adverbs that tell *how*.

A. Proofread this passage. Circle any adjectives and adverbs that are not used correctly.

Today my grandfather and I made a beautifully kite. I helped him careful cut the paper into the right size and shape. We happy worked on the kite the entire morning. Sudden my mom called us in for lunch. I was surprised that the morning had gone by so quick. After we finished lunch we went back to the garage and easy attached the long tail to the kite. We will let the glue dry slow overnight. We are hopefully that there will be a good breeze tomorrow so that we can fly our new kite.

B. Rewrite the passage. Use the correct adjectives and adverbs.

Name _____

A. Change the adjective in parentheses to an adverb. Write the adverb on the line.

1. The airplane landed (smooth) _____ on the runway.
2. The cat prowled (quiet) _____ through the house.
3. My brother played the drums (loud) _____.
4. The big dog (noisy) _____ turned over the trash can.
5. I (quick) _____ cleaned my room before Mom got home.
6. The mother (soft) _____ sang her baby to sleep.
7. The snail crawled (slow) _____ across the sidewalk.

B. Choose the word in each sentence that is an adverb.

8. Today my grandmother will visit us.
- a. Today
b. my
c. grandmother
d. visit
9. She always comes on Saturday.
- a. She
b. always
c. comes
d. on
10. I hope she arrives early!
- a. I
b. hope
c. arrives
d. early

Name _____

- **Adverbs** can be used to compare two or more actions.
- To compare using most one-syllable adverbs, add *-er* or *-est*.
- The words *more* and *most* are used with adverbs that have two or more syllables to make comparisons.

Circle the correct word to complete each sentence.

1. My brother runs (faster, fastest) than I do.
2. Jay solved the problem (more, most) quickly than Frank.
3. The first band played the song the (louder, loudest) of any of the bands.
4. Kara answered the question (quicker, quickest) than the other students.
5. Hurricanes happen (more, most) frequently during September than April.
6. Birds migrate (more, most) often before winter than after.
7. That piano recital lasted (longer, longest) than the last one.
8. The last math problem was the (harder, hardest) one of all.
9. Do you know if the Atlantic Ocean is (deeper, deepest) than the Pacific?
10. We can travel to Florida (more, most) easily by air than train.

Name _____

- To make comparisons using the adverb *well*, use *better* and *best*.
- To make comparisons using the adverb *badly*, use *worse* and *worst*.

Write the correct form of the word in parentheses to complete each sentence. Then write the sentence on the line.

1. Jai scored _____ on the last test than the first one. (well)

2. Jai scored _____ of all on yesterday's spelling test. (well)

3. Mom's flowers looked _____ during August than July. (badly)

4. Mom's flowers looked _____ of all during the hot, dry months. (badly)

5. Do you think our team will do _____ against the Eagles or the Panthers? (well)

Name _____

- Add *-er* or *-est* to the end of short adverbs to compare.
- Use *more* and *most* with adverbs that have two or more syllables.
- Adverbs that are used with *more* or *most* do not change their endings to make comparisons.

Circle the correct word or words to complete each sentence.

1. The scientists worked (more quickly, most quickly) than they had ever worked before.
2. That was the (more carefully, most carefully) planned expedition ever.
3. He travels to Texas (oftener, more often) than Florida.
4. The owl swooped in the (lowest, most low) possible to catch the mouse.
5. Some people wait (more patiently, most patiently) than others.
6. Jim swam the (most fastest, fastest) of all the swimmers.
7. It rains (more heavily, heavilier) during April than in August.
8. A hawk sees (clearly, more clearly) than many other birds.
9. The little bird sang (more sweetly, sweetlier) than the crow.
10. The captain sailed the boat (more skillfully, most skillfully) than the first mate.

Name _____

- Add *-er* or *-est* to the end of short adverbs to compare.
- To make comparisons using the adverb *well*, use *better* and *best*.
To make comparisons using the adverb *badly*, use *worse* and *worst*.
- Use *more* and *most* with adverbs that have two or more syllables.
- Adverbs that are used with *more* or *most* do not change their endings to make comparisons.

A. Proofread this passage. Circle any adjectives and adverbs that are not used correctly.

I went to the First Street Market with my mom. She thinks the market has gooder vegetables than the one in Oak Hill. They have the most freshest fruits I've ever tasted. Mom chooses her fruits and vegetables carefullier than anyone I know. She slowlier sniffs each piece of fruit. She wants to buy the fruits and vegetables that are the riper. Mr. Able owns the market. He chooses his produce the more skillfully of any of the other market owners.

B. Rewrite the passage. Use the correct adjectives and adverbs.

Name _____

A. Read each sentence. Circle the answer that tells the correct adverb that compares. Then write the adverb on the line.

- Mark did a _____ job than his brother when cleaning their rooms.
a. well **b.** better
- The large cake baked _____ than the cupcakes.
a. more slowly **b.** slower
- Kenny waited _____ than he ever had for the mail to arrive.
a. more eagerly **b.** most eagerly
- The leaves change colors _____ in New York than in Georgia.
a. more soon **b.** sooner
- The last gymnast performed the _____ of any of the other gymnasts that day.
a. badly **b.** worst

B. Read each sentence. Circle the correct form of the adverb in parentheses.

6. Some birds build their nests (skillful, more skillfully) than others.
7. Lea did (better, more better) on her test than she expected.
8. The garden grew badly in May but it did even (worse, worst) in June.

Name _____

- A **preposition** is a word that shows a relationship between a noun or a pronoun and another word in a sentence.
- Common prepositions include *in, on, at, over, under, to, from, for, with, by, of, into, before, after, and during*.
- The noun or the pronoun that follows a preposition is the object of the preposition.

Underline the preposition in each sentence. Write the preposition on the line.

1. My dad brought home plans for a picnic table. _____
2. We will build it in the backyard. _____
3. First, we will drive to Jon's Lumber Yard and buy the wood. _____
4. It is across town. _____
5. I think it is by the old skating rink. _____
6. Dad said that we could go after lunch. _____
7. He is making a list of the supplies we need. _____
8. It will be fun building the picnic table from the wood we buy. _____
9. We will get everything we need at Jon's Lumber Yard. _____
10. I climb into Dad's big truck and we are ready. _____

Name _____

- A **prepositional phrase** is a group of words that includes a preposition, the object of the preposition, and any words in between, such as *at the beach* and *by the tree*.
- When a pronoun follows a preposition, it should be an object pronoun, such as *me, you, him, her, it, us, and them*.

Underline the prepositional phrases in the following sentences.

1. Last weekend, Uncle Dan and I went on a hike.
2. A few years ago, Uncle Dan hiked across the country.
3. He took photographs along the way.
4. His photos were made into a book.
5. We have his book on our bookshelf.
6. He took some amazing pictures during his long hike.
7. One photo shows some hikers near the top of Mt. Everest.
8. Another photo shows the sun setting behind the Rocky Mountains.
9. It is always fun to hike with Uncle Dan.
10. I plan to write an essay about our adventure.

Name _____

- A comma is used to separate an introductory word from the rest of a sentence.
- An introductory word could be a name, an adverb, or another word that should be separated from the rest of the ideas in the sentence.

Rewrite each sentence. Add a comma after the introductory words in the sentences.

1. Yes we had a great time on our camping trip.

2. No it didn't rain at all.

3. First we set up our tent and unpacked our supplies.

4. Later we went canoeing down Green River.

5. Mom what was your favorite part of the trip?

Name _____

- A prepositional phrase is a group of words that includes a preposition, the object of the preposition, and any words in between, such as *at the beach* and *by the tree*.
- A comma is used to separate an introductory word from the rest of a sentence.
- An introductory word could be a name, an adverb, or another word that should be separated from the rest of the ideas in the sentence.

A. Proofread this passage. Add commas where they are needed after introductory words.

The people in my neighborhood started a community garden. Yes it's one of the first community gardens in our city. Dad do you remember what year it was started? Lately lots of reporters have come out to write stories about it. We donate lots of the vegetables to the local shelter. Wow they are always in need of help from the community. Therefore it is important for all of us to do what we can.

B. Rewrite the passage, using commas correctly.

Name _____

A. Choose the best preposition to complete each sentence. Circle your answer and write the word on the line.

1. Clint tossed the basketball _____ the air.
a. by b. of c. into
2. Jed caught it and raced _____ the court.
a. under b. across c. during
3. When it rains, they play _____ the gym.
a. in b. before c. of
4. There is a new court _____ the city park.
a. after b. near c. down
5. You have to walk _____ the Evan Street bridge to get there.
a. over b. into c. with

B. Underline the prepositional phrase in each sentence. Add commas where needed.

6. Yes the basketball is in the garage.
7. Hopefully the court on Baker Street will be empty.
8. Dad can you give us a ride across town?
9. First let's pick up Danny at the library.
10. Sam your sneakers are under the chair.